

SUMMER SCHOOL
DIRECTORY ISSUE

BUSINESS EDUCATION WORLD

April 1955



HOW STATE SUPERVISION WORKS

PAGE 9

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BUSINESS EDUCATION WORLD

VOLUME 35, NUMBER 8

APRIL 1955

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THE CASE FOR STATE SUPERVISION

BUSINESS EDUCATION may or may not be under state supervision in your state. If you live in the State of New York, you're familiar with the very tangible advantages you enjoy as a result of the efforts of the New York State Bureau of Business and Distributive Education. (Then again, perhaps you aren't; many New York teachers take for granted a number of facilities that would no longer be theirs if the Bureau were suddenly to be dissolved.) If you live in another state—one without state supervision—you owe it to yourself and your profession to learn what this service can do for you.

State supervision is a service. This is made clear by Clinton Reed and his associates, in their series of articles beginning in this issue.

A point to remember as you read is that New York is not only the most populous state in the country, but also one of the most typical. Whatever the size and type of your community—and whatever its business education problems—you'll find its counterpart in New York State. Furthermore, you'll find that New York is coping with those problems.

The case for state supervision is a strong one. As you'll see if you turn to page 9, Clinton Reed doesn't find it necessary to blow his own horn, or that of his department—he has only to tell the facts. They speak for themselves—and very capably.

Editorial Reprints

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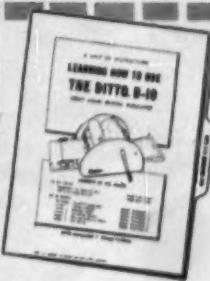
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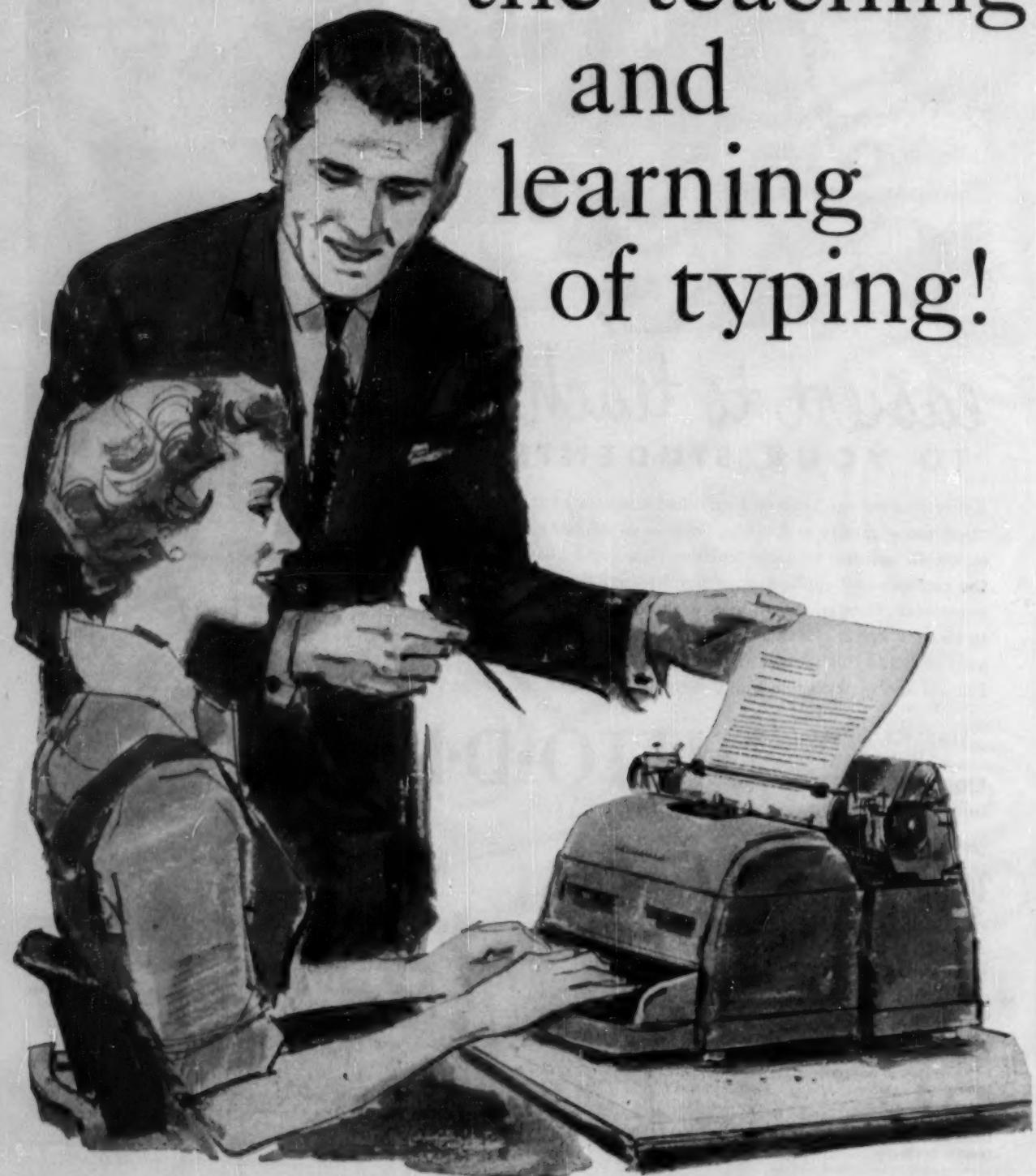
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BUSINESS SCENE

The President's Program

In Congress, Eisenhower's program is beginning to move. There has been a lot of delay, normal at the start of any session when party control changes. Now the tempo is quickening.

The tariff fight is on, and Eisenhower is winning. There are enough Democrats and pro-Eisenhower Republicans to assure a three-year extension of the Hull Act, plus new authority to cut tariffs.

Taxes are next. A bill extending the 52 per cent rate on corporations and continuing some Korea-born excises will be ready for a vote before the April 30 deadline. A serious effort is being made to give further tax relief.

The highway program is being taken over by Democrats. White House delay in getting Eisenhower's program to Congress prompted Senator Albert Gore, who will head the committee handling roads, to begin consideration of his own bill. It is a simple measure increasing federal funds \$1.6 billion a year.

On schools, the Administration scheme for a federal market for local bond issues is getting pro forma consideration by the Senate Labor Committee. But Democrats will probably push an alternate plan for \$500 million a year in matching-fund benefits.

The Congressional Joint Committee on the Economic Report is now preparing a business forecast for 1955. The Democratic majority is writing sharp language attacking the Administration's cheerful outlook. Democrats will not predict a downturn, but they are worrying about the \$380 billion gross national product they say the Administration's figures indicate for the year.

The Production Story

January saw the nation's production moving slowly upward, which is likely to be characteristic of the next several months. The one-point rise in the Federal Reserve Board's January index has set the tone.

A thumbnail sketch of production developments shows autos and steel still leading the parade. Building materials have made no change from

their already high rate. Chemicals and petroleum are tops among the nondurable goods industries. TV is experiencing its usual post-Christmas letdown.

Consumers are supporting this business recovery, just as they resisted the letdown last year. Retailers expect the early spring to stay well ahead of last year. Here are some of their reasons: (1) There are no grounds to hold off buying, as people did last year, waiting for the excise tax to come off wanted goods; (2) income-tax day—now April 15—comes after the Easter buying peak; (3) March sales will benefit from the earlier Easter this year; (4) the whole economy is pointing up now, in contrast to a year ago.

Continental Video

Europe's 65 TV transmitter locations may not look impressive compared to the 443 operating stations and 130 more under construction in the U.S. But to Europeans, just hitting their economic stride after World War II, they represent phenomenal progress.

Last year was a big one for European TV. It was the year the Continent became conscious of what TV really is. The big push came last June, when the first international TV network was set up among six Western European countries.

Eurovision now joins British, French, Belgian, Dutch, German, Danish, Swiss, and Italian national systems by microwave connections through a "translator" at Lille, France. There are over 4,800,000 TV sets operating in these countries (compared to 35.5 million in the United States). Of this total Great Britain supplies 4.5 million.

A continental network, however, can be built only on national units, and European countries are still a long way from adequate national TV systems. There are three big problems: (1) The lack of a transmission system that will adequately cover each country's population; (2) the need for popular programs that will draw an audience, and thus justify the advertiser's investment; and (3) the lack of inexpensive receiving sets.

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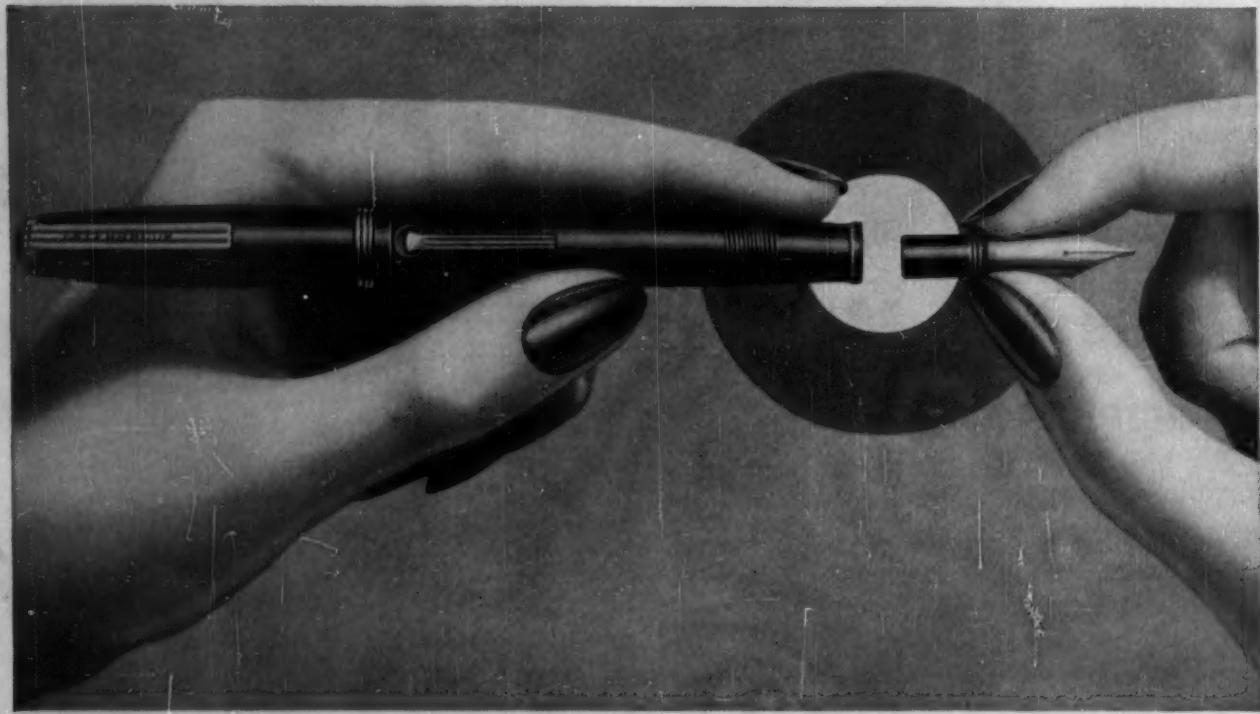
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HOW STATE SUPERVISION WORKS

BUSINESS EDUCATION WORLD presents a series of seven articles describing in detail the work of the Bureau of Business and Distributive Education of the New York State Department of Education. Clinton A. Reed, Chief of the Bureau, begins the series on the next page, and articles by his six supervisors will appear in the next six issues.

BUSINESS SUBJECTS, which had previously been offered almost exclusively in private business schools, were recognized in 1900 by the New York Board of Regents as approved parts of the public secondary-school program of studies. However, the first New York State supervisor in the field of business education, I. O. Crissy, had been appointed in June, 1895. He was followed in 1909 by the late Frederick G. Nichols, who served the Department until 1911. These two staff members were called "inspectors," an unfortunately chosen title; the Bureau's work is supervisory.

The late Wallace Bartholomew accomplished a great deal, in the approximately nine years (1911-1920) he served as state supervisor, in laying the foundation for the business-education program offered in New York schools today. Paul S. Lomax, now in charge of business education at New York University School of Education, was associated with Mr. Bartholomew in supervisory activities for about a year. After Mr. Bartholomew died, the late Frederick A. Wilkes was employed as state supervisor for four years. In June, 1926, Clinton A. Reed came in as State Supervisor of Commercial Education.

However, it was not until July, 1937, that the Bureau of Business and Distributive Education was established and staffed with an acting chief (Mr. Reed), one assistant (who worked exclusively with Regents' examinations), and a stenographer. Gradually, the supervisory and office staff increased until now, in addition to the chief, it includes six

THE BACKGROUND

supervisors, one secretary, and two stenographers.

As nearly as can be determined, in 1915 a total of 523 commercial teachers were employed in the 176 schools that taught commercial subjects. In 1953-54, there were approximately 3500 business teachers in the 1100 public and private secondary schools offering instruction in the business area and the over 400 school systems offering adult education programs with business-education courses.

Approximately 3000 full-time day-school teachers of business subjects are now employed in the secondary schools. Over 500 additional teachers are assigned business subjects on a part-time basis. The number of teachers in the 44 registered and approved private business schools exceeds 350, and more than 700 instructors teach adult business-education classes. In other words, at least 4500 teachers offer instruction in business subjects in the registered and approved day and evening public and private schools. Approximately 3200 of these instructors teach in schools outside New York City.

Of the 1100 secondary schools that teach business subjects, 901 offer complete business programs, and 199, partial programs. A partial program is one including less than four business classes. The total enrollment in business subjects in the 1953-54 school year was 390,475. The New York City public schools registered 184,208 pupils in their business classes. The remaining 206,267 represented enrollments in the schools outside New York City.

To learn how the Bureau operates, turn the page.

Supervising Business and Distributive Education

THE STAFF of the Bureau of Business and Distributive Education in the New York State Education Department welcomes this opportunity to prepare a series of articles on supervision.

Each year we at the Bureau receive many letters requesting information about how we supervise, how we are organized, what we attempt to do, and how successful we are in the development and improvement of business education in this State. Letters come from interested teachers and department chairmen, from men and women engaged in business education teacher-training, and from contributors to yearbooks. Many of these writers seek information that may be helpful in establishing in their states a supervisory service in this field.

These articles were not written to impress anyone with what we are doing, because we are not at all certain that we are doing a satisfactory job. Each year we revise our method of operation so that improvements will result in the quality, extent, and scope of the business and distributive education curriculums and in the quality of classroom instruction.

Staff Organization

For supervisory purposes, the State is divided into three approximately equal sections, each under the general supervision of one supervisor of business education. This plan enables each general supervisor to know a great deal about the schools and business teachers in his particular section of the State. We also employ a

Supervisor of Distributive Education, an Adult Business Education Supervisor, and a Supervisor of Registered and Approved Private Business Schools, each responsible for the work done in the entire State in his respective field.

Without exception, the members of our supervisory and clerical staffs qualified for their positions through State Civil Service examinations. They were appointed from lists of eligibles established as the result of passing examinations developed by an outside authority. These examinations were open to all citizens of the State and, in the distributive education area, to all citizens of the nation who were able to satisfy the basic education and experience requirements. This information is supplied to correct an impression that seems to be quite general among school people, some of whom, surprisingly enough, reside in New York State. Politics in no way affects appointments to the professional and stenographic staffs in the New York State Education Department.

One other statement to correct a possible misunderstanding: Half of the salary and travel expenses of the Supervisor of Distributive Education is paid for from Federal George-Barden moneys; the other half, and all other Bureau salaries, travel expenses, supplies, and miscellaneous costs are paid from New York State appropriations to the State Education Department.

In order that a better understanding may be gained of the extent and

scope of our supervisory program, it should be noted that, contrary to general opinion, the schools in New York State are not all large ones. The average secondary school in the State now enrolls from 300 to 400 pupils. The enrollment in high schools ranges from less than 24 to approximately 5000. The trend is definitely toward encouraging very small schools to join large central school organizations so that pupils may receive the benefits of a much broader program of education.

Obviously, some business teachers are employed in small schools in which they serve as the only business instructor. Many, however, are employed in big schools in which they are members of combined shorthand, bookkeeping, and merchandising departments. It is my understanding that the largest business department in New York City employs 57 teachers.

Subject Enrollments

Last year, 18 different business subjects were offered in our schools, the heaviest enrollment being in typewriting. The next largest subject enrollments in the order of their size were elementary bookkeeping, introduction to business, elementary shorthand, and business arithmetic. Enrollments in the second-year business subjects were considerably smaller.

In New York, the State syllabus for each subject contains the outline of the minimum essentials for the approved business course. These syllabi are prepared by committees of teachers and are followed pretty generally by instructors in all parts of the State. Regents' examinations are based on State syllabi. Two of the later articles in the series will describe in detail how the syllabi are constructed.

For certain courses, State or Regents' examinations are given. It is not necessary for a pupil to take a Regents' examination, the decision about this question being made by the school, the parent, and the pupil. It should be understood, however,



About the Author

Clinton Reed is completing his twenty-ninth year of supervising business education in New York State. He has seen his Bureau grow in size, accomplishment, and prestige—and has been personally responsible for a great deal of that growth. A one-time clerk and stenographer in a Wall Street bank, he became executive secretary to the president of Macy's, a lieutenant in World War I, and a New England high school teacher and administrator, before beginning his career in state supervision.

CLINTON A. REED, Chief,
Bureau of Business and Distributive Education,
New York State Department of Education

in New York

that a pupil will be expected to pass the required Regents' examinations if he is a candidate for a State high school diploma. So-called Regents' credit may be obtained in two ways—by passing Regents' examinations in given subjects, and on the certification of the principal of the school that the pupil has satisfactorily completed approved courses for which no Regents' examinations are given. Pupils may qualify for one of the various kinds of State diplomas or for one of the many types of local high school diplomas. For example, there are eight forms of the State high school diploma in business subjects; in addition, 21 approved three-unit business sequences may be used for credit toward both local and State high school diplomas.

In other words, in spite of reports to the contrary, the New York State business program of studies, its system of Regents' credit, and its diploma requirements are surprisingly flexible—probably much more so than similar programs offered in many other schools in the country.

Distributive Education

Co-operative business education, particularly in the New York City schools, has received a great deal of attention in this State for many years. Last year, approximately 6500 pupils received instruction on a co-operative basis in the office skills and distributive education programs. These young people worked in offices and stores for pay (under the supervision of the school) a minimum of 15 hours a week and received related instruction while in school. So far as the writer knows, New York was the first state to allow high school diploma credit for the time pupils worked under supervision in offices and stores.

The Bureau of Business and Distributive Education is responsible for the development of all phases of business education, both vocational and nonvocational, in the public and registered private secondary schools in the State. It is also charged with

responsibility for the supervision and development of business education courses for adults, and for the registration of those private business schools that apply for admission to the University of the State of New York and seek approval for veteran training purposes. The Bureau is responsible, too, for the preparation and grading of Regents' examinations in business subjects given in the secondary schools in January, June, and August of each year.

We are not at all certain that our methods of supervision are what they should be. Therefore, each year new procedures and ideas are introduced and tried out. In other words, we do considerable trial-and-error work. Books and articles on supervision are helpful, but seldom do they contain all the answers we need. Sometimes our well-intentioned plans go awry. While we believe that the plan under which we are now operating is fairly successful, it will be revised each year as we gain experience and as conditions change in the schools.

The improvements that we hope result from our activities are obtained through school visitations, conferences for beginning teachers, group visiting days or clinics for experienced teachers, workshops for distributive education co-ordinators, meetings of business department chairmen, an extensive bulletin service, syllabus construction projects, a system of loan packets, a series of distributive education newsletters, attendance at and participation in educational conferences and programs in all parts of the State, and a system of state-wide examinations.

We visit a great many schools. Last year, for example, the supervisory staff of the Bureau visited 527 schools. This means that our supervisors spent 527 days in local schools working with school officers, department chairmen, and classroom teachers. Later they prepared a detailed report of the day's observations that was sent to the local school officers for their information and assistance in strength-



HOBART CONOVER, a state supervisor, examines the Bureau's stock available to New York teachers.



ALL LOAN PACKETS circulated by the Bureau are shown above. Below: the contents of a typical packet.



eing the department of business education.

It may be interesting to teachers in other states to know what a supervisor does when he visits a school.

The Supervisor's Visit

Considerable preliminary preparation is completed in the Bureau office previous to the visit. The supervisor learns as much as he can about the community, its industries and its employment opportunities. He makes a study of the present business education program, the number of teachers, the nature of the teacher assignments, and the number of pupils in each class. This preliminary study serves two purposes. It enables the supervisor to obtain independently, before the visit, a good idea of what the school program is like. Therefore, when he is in the school, he is able to devote most of his time to discussing business education with the principal, department chairmen, director of guidance, the teachers, and if possible the school superintendent.

The supervisory visit is not made, as many teachers think, primarily to observe classroom instruction. Rather, it is made for the purpose of assisting school officers, department chairmen, and teachers to offer and develop a more satisfactory, all-round business educational program—one that really serves the needs of the pupils, their employers, and the community. Seldom do supervisory reports include comments of any kind on the quality of the instruction. If such comments do appear, they are almost without exception of a very favorable and complimentary nature.

The reports, however, are filled with recommendations about changes and additions in the program of study, the business curriculum, equipment, and facilities, as well as suggestions about the regrouping of teacher and pupil class assignments and schedules.

We believe that usually, if the stage is properly set and equipped and the classes are not too large or too varied, the well-prepared and experienced teacher will do a good job. In other words, our supervisors endeavor to improve instruction through co-operation, through suggestions, recommendations, and encouragement rather than through reliance on the Commissioner's Regulations and the Education Law. It has been our experience that supervision through the friendly, co-operative method is successful—far more successful than

supervisory techniques based on regulations. At least, local school people seem to be of this opinion—and it is their opinion, of course, that is really important.

After his visit, the supervisor discusses his observations and the suggestions he plans to make—with the teachers, with the department chairman, the director of guidance, and the principal. Then he files a written report containing definite suggestions and recommendations. Copies of this detailed review are sent to the principal and superintendent.

The Follow-up System

During the summer months, when the Bureau's secretarial staff is less busy, we use a system of follow-up letters to principals of the schools visited during the previous school year, reminding them of the visit and of the suggestions contained in the supervisor's report. The letters express the hope that some positive and favorable action has been taken by the local school officers.

These letters also request the principal to suggest ways in which we may improve our supervisory activities. It is encouraging to receive very complimentary letters about the quality of the supervisory service that the staff of our Bureau offers. Sometimes these letters contain valuable suggestions that we are glad to incorporate into our supervisory procedures.

In addition to school visitation, the Bureau staff conducts conferences of many kinds. Last year, for example, 692 teachers attended 34 meetings of these types:

- Seven one-day conferences for business department chairmen were scheduled. Attendance at these conferences, concerned with administrative matters in the business education department, is on an invitation basis. The programs are carefully developed, with definite assignments to individual chairmen so that the maximum benefit from the day's discussions may result. These meetings are very popular.

- In 1953-54, we held nine group visiting days, or "business clinics," attended by 228 teachers. (One year thirty such clinics were held, the total attendance being between six and seven hundred teachers.) For these clinics, certain centrally located schools are selected, in which we know good instruction may be observed. Detailed arrangements for the clinics are made with the principals,

and an announcement of the clinic program including the names of the schools and the dates is sent to all the secondary schools in the State. Teachers are encouraged to visit the schools from which they believe they may obtain the most benefit. One of our supervisors attends the clinic; he greets the teachers and assigns them to observe instruction in certain selected classes during the morning session. After lunch, a round-table discussion is conducted to afford teachers opportunities to exchange ideas and points of view regarding the methods of instruction, classroom procedures, instruction aids, books, equipment, etc., observed in the morning. Each year the Bureau receives many letters expressing the hope that the plan will be continued.

- It has been our custom for several years to schedule a series of one-day meetings for beginning teachers. Last year twelve such conferences, attended by 89 new teachers, were arranged. The number of beginning teachers invited to each conference is small. It is held in a school conveniently located in a section of the State in which a number of beginning teachers are employed. One of the supervisors spends the entire day with these teachers, helping them to solve the kinds of problems that confront them every day—real problems concerning class management, course organization, and instructional procedures that are giving them difficulty. The supervisor also furnishes these beginning teachers considerable assistance in the grading of local and Regents' examination papers—a problem that bothers many beginning teachers. (Most of them, incidentally, are employed in small schools, many being the only business teacher in the school.) They welcome the opportunity to confer with our supervisor and to meet other beginning teachers who are faced with problems of a similar nature.

- Last year the Bureau conducted three distributive education clinics attended by 100 co-ordinators. We also held a series of meetings for teachers in registered and approved business schools. One was a three-day conference on management and administrative problems for the directors and owners of such schools. The other programs were planned for classroom teachers employed in private schools. These meetings will be described in detail in subsequent articles prepared

(Continued on page 39)

HELEN HINKSON GREEN, Michigan State College, East Lansing, Michigan

SUMMER TIME

ACCORDING to the song on the record you're listening to, in the summertime the livin' is easy.

"Now, that's an idea," you say. "I wonder how that would feel, for once. Summertime and easy living. What I could do with some easy living! Maybe I should loaf this summer—and catch up on my reading," you add hastily. That old demon of a slave-driving conscience abhors the sound of anything so nonconstructive as that "loaf" implies. Linked with "catching up on my reading," it smells less of the "devil's workshop."

"If I just loafed this summer, I really could catch up on my reading (and learn the words to all the tunes, and lie in the sun, play golf, sleep until ten, and—maybe—get really frivolous and learn the samba, the rhumba, and even the mambo—and just relax). Really, it would be an investment in health and longevity."

Maybe it would. And maybe you could and should.

"If you went at your reading systematically," your conscience says, "you'd probably be a much better-rounded person in the fall."

The more you toy with the idea, the better you like it. You start making a mental outline of your reading program. First your professional reading, of course. All those hastily skimmed periodicals and articles marked for more careful reading would really get read. And periodicals in allied fields, too—for new slants and adaptable ideas.

Current affairs could certainly do with some daily attention. Not just the daily paper—though even that could use more coverage than you sometimes give it—but news magazines and the Sunday *New York Times*.

Biography and some of the recent novels are going to get their share of

your time. And current light magazines in areas that interest you. You're going to drool over house plans in *House Beautiful* and *Better Homes and Gardens*, and maybe get that scrapbook of dream kitchens together. And any special interest that you want to learn more about—whether it's Zuni Indian pottery, Scotch plaids, ants, or milk glass—why, you're just going to read and read about it—because for once in your life you're taking time to ferret out some information just for fun.

Periodically, as the summer rolls along, you will need to take stock of your reading program, or it may get very lopsided. Unless you check on yourself now and then, you are likely either to fritter away the whole summer in reading of the "purely for entertainment" variety, or to drive yourself too far into the "It's what I need to catch up on" kind.

"Maybe I should go to summer school . . .

. . . degree or no degree," you say, reading the directory of summer schools in your professional magazine. Maybe you should.

You by-pass the degree question for the time being, and start jotting down other reasons why you might need—and want—to go to summer school.

* "Contacts," you say. "I could certainly do with a few interesting ones." Yes, you could. And where, better than summer school, to make

them? Especially if you use your head a bit and pick a school where something—faculty, climate, or type of program—is known to be an especially attractive lure.

- Stimulation. "I don't think I'm in a rut yet," you say, "but I seem to be losing zest for teaching. Maybe, if I go to school, I'll pick up the old zip again."

Probably you will. There's nothing like a return to school to fire your

ambition. Actually, you could do much of the work, complete most of the projects, readings, and papers that you turn in without going near a classroom. But would you? Even at graduate level, most people need the spur of "having to do it" to get down to brass tacks.

- Opportunities. There are lots of them, starting with that "contact" idea you just wrote down. Opportunity to meet some of the leaders in the field.

Opportunity to exchange ideas, both in and out of class, with faculty experts, with fresh young teachers, with seasoned oldsters. Opportunity to gain further insight into the problems of what to do about that added degree. Opportunity to feel out an interest in a new field.

Opportunity to gain an increment in salary, maybe. Whether you stay in the same position or move to a new one, not infrequently an additional summer's credits will move you into a new salary bracket.

"Not in my position," you say grimly. "Nobody pays any attention to

how many credits you earn unless they stack up to make a new degree. And I'm not there yet."

Don't be so positive about that. Circumstances that you can't possibly foresee may find you in another position before too long. And, even though it sounds fantastic at the moment, that policy of paying no attention to credits earned could be changed. (There's a critical shortage of teachers, remember!)

Opportunity to seek a new position. Administrators come applicant-hunting when they attend summer-school sessions. Make it known to the head

of your summer-school department as well as to the placement bureau that you are "available," and the interview opportunities will arise.

• A change in locale, as well as in position, may be your objective. One of the surest ways to accomplish it is to start going to summer school at institutions that are strong in your field within the geographic area into which you wish to move. At the end of the summer, you are no longer an unknown quantity to those within the area who are in a position to help you. Nor is the area an unknown quantity to you.

"Maybe I should get a job near home . . .

. . . and stay put." Maybe you should. There are some decided advantages. For one thing, it means more money in your pocket than if you take a job away from home. The chances are that there will be fewer things to spend your money on. In a new place, there are always new sights to see, new things to do, new things to buy.

This is a chance to gain greater knowledge of the business and industrial area into which many of your students go. After a summer of working in a plant or office in your own area, you'll probably go back to your classroom loaded with ideas of what and what not to stress. It's an opportunity to build better relationships with business and industry, and to gain leads for future jobs for your students. An employer will probably be more inclined to take your graduates if you yourself have been a satisfactory employee of his.

"But how do I go about getting a job near home?" That, from you? You, who teach such a bang-up unit on "Applying for a Job and Getting It"? You go at it in the same way you teach

your boys and girls to do it—systematically, analytically. Plan a campaign, exhaust the possibilities.

Just as you tell your students, you start off with an analysis of your own job qualifications, both skill and personal. What can you do? Where would you fit in? Get your credentials in order.

Now examine the job opportunities within the selected area. Don't just stand there and expect them to pop out at you. Read the Help Wanted column in the paper of your town, or whatever nearby town you are considering. Write some letters of inquiry. Better still, make some inquiries via the shoe-leather route.

If you have been working at your BIE days, you should have numerous contacts and leads. Make a list of friends and business associates who might need someone with your particular qualifications during the summer months, or who might know of someone who does. Don't feel that you are imposing on them or using them unfairly. You aren't. If there is a job that needs to be done and no one is qualified to do it so well as you,

you're helping them by accepting the position.

"But temporary jobs are hard to get. In my town they're almost nonexistent," you say. And you may be right.

Sometimes, if you're very resourceful and plan your job-getting campaign with great care, you can convince some employer of the values that would accrue to him throughout the year if he hired you for the summer. Many of the students you train are his potential employees. You could surely give these students more meaningful training if you had firsthand experience of the working conditions and of the work for which you are fitting them.

If you are particularly enterprising, and your community is small, you might get the local chamber of commerce or businessmen's club to sponsor such a program for you. Each employer who anticipates hiring some of your students for office positions hires you for a brief period during the summer. You rotate from job to job every two or three weeks, say. It's certainly worth thinking about.

"Maybe I should get a job in another town . . .

. . . where I can have a good time and see the sights," you say wistfully, looking out the window at the water tower and the Methodist Church steeple. Maybe you should. Force of habit has you jotting down the advantages almost immediately.

• Change of scenery. It does give you an unmistakable lift just to go a different section of the country, or

of the world. The small-town person gets a kick out of the big city, for a change. The Easterner may be amazed and delighted at the free-and-easy living of the Southwest. Midwesterners get a thrill out of seeing the ocean.

• "Feeler" for new location. Next to going to summer school within a new area in which you are interested,

getting a summer job within the area is probably the best way to find out whether or not you would like to live in the region permanently.

• Broadening experience. In spite of the way the phrase is overworked, it really is broadening to get a job in a new locality. You combine some advantages of travel with work.

"But how do I go about—" you

stop yourself this time. You know.

Try all the tricks of the trade that you use for getting jobs near home—plus a few more.

- Send "shotgun" letters. Select a group of chambers of commerce or a group of firms within an area, and send out these "feeler" letters. Distant branch offices of firms with home offices or other branches within your community are likely prospects. Make contact with your local personnel office, letting them know of your desire to work in, say the Tacoma branch, and why. You'll be surprised, maybe, at how this technique helps.

- Subscribe to a daily paper of the city to which you want to go. Study the Help Wanted columns. If jobs seem very scarce, maybe you'd better try another city this year.

- Don't be too particular about the kind of job you get for the summer, if jobs are scarce. Anything you can do that is honest and honorable will be an "enriching" experience, and it isn't going to last forever. Reread Fanny McDougall's "Vacation with Double Pay" in *Today's Secretary*, June, 1954. It's full of ideas. "Contact a camp association . . . or the camps listed in newspaper advertisements," says Fanny. Or find out what conventions are going to be held in the city you're thinking of. Write the chamber of commerce for a list of them. Then write the chairman of each convention. You may find a whole summer's work in this way.

- Contact the personnel office of a



big university in the desired location. Frequently such offices are in need of capable secretaries and stenographers for relief work during the summer vacation period.

- Don't neglect the resort areas—especially those where you have already established contacts as a tourist or guest. Some of these contacts may turn up a good summer job.

"Maybe one of those earn-learn 'work-experience' courses . . .

. . . is the answer to my problem." Maybe it is.

The advantages:

- You build up the bankroll, and pile up a few credits besides.
- You add to your "work experience" (which may be on the skimpy side), but you do it by a kind of apprenticeship method. If you are short on experience and confidence, this may be an especially good arrangement for you.

- You have the additional advantage of tying in the "work experience" with seminar sessions, in which you and other teachers are under the leadership of a qualified director.

- Such jobs are more likely to be directly in line with what you teach than are those you might line up in some other way. In some of these

programs, the director or co-ordinator has spent a lot of time working with employers to set up jobs in line with the skills and knowledges you teach, and tailored to improve them.

- Sometimes such programs are worked out on a rotation basis, and you have an opportunity to work at a variety of jobs during the brief course of your enrollment. Such varied training may not be achieved often in the ordinary summer job.

It certainly sounds intriguing, so you decide to do a little more investigating into the possibilities of work-learn courses for business teachers. Out come the Business Education Indexes for the past several years. You look up all you can find concerning the pro's and con's of such programs, what has actually been done at vari-

ous places. You write a few letters to the institutions that have sponsored them, and to those schools listed in your current summer-school directory (elsewhere in this issue, and in the *Balance Sheet*) as offering such programs for the coming summer.

Furthermore, you inquire around a bit, find somebody who has tried such a program (as an enrollee) or who knows someone who has. You can get some good firsthand information from him concerning his opinions of the program. You discount both the raves and the criticisms by about half, and make your own decision.

But, no matter what you do this summer, how much you get out of it depends on how much you put into it. If you think it's going to be wonderful and tackle it with zest, it will be.

Is It "KNOW" or "DO"— or Both?

Should Distributive Education
teach information,
and nothing else?
What about leadership?

H. D. SHOTWELL

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A FRIEND who attended a regional business education convention recently returned with what he called a damaging criticism of distributive education. It seems that someone at the conference asked, "When is D. E. going to stop teaching people what they already know?"

Assuming that a considerable number of people in D. E. classes know the things they should do, the obvious answer is, "When the people who sell start doing their selling that way." But that is far too easy an answer. It is too glib and shallow.

The question has at least two implications besides the pique that D. E. people think inspired it: (1) Is the only job of distributive education that of teaching information? (2) Will D. E. assume no leadership in its phase of business education? D. E. people may well examine themselves on these two points.

We do need to teach information. It would seem a foregone conclusion that a waitress knows the laws of sanitation, that the suit salesman knows the fabrics he sells and what they will do for the customer. But investigation will show that such knowledge, even if it is present, often is not used.

The Value of Knowledge

In Kansas, the popularity of adult classes that study fibers and fabrics shows the value that the fabric salespeople place on a knowledge of the goods they sell.

Enrollment in these courses in the last two years has equaled or exceeded that of all other adult distributive courses combined. There have been telephone calls to local directors and to the state office from salespeople wanting to know how soon some of these clinics could be brought back to the callers' cities.

When the people actually engaged in the occupation admit that they do not know the things so often taken for granted, the critic's views on the needs of the field might be seriously questioned. But there is another problem the D. E. teacher or co-ordinator faces: Can you stop with knowledge? Is application also involved before any job of vocational teaching is completed? Are there some mental and/or physical skills that must be put into habitual application on the job before vocational teaching can be successful?

The distributive phases of business education were the last area to be

admitted to the vocational field, but they are now included. Few would deny that the responsibility of any vocational area is to go beyond imparting information. Actual practice is required in a real distributive, homemaking, or agricultural, situation.

The Leading Question

The second question, that of leadership, is one that D. E. people must face squarely. Some of its roots lie in the kind and quality of occupational experience that D. E. personnel have had. D. E. is one phase of business education that uniformly insists on job competency in addition to college training. But D. E. must not only inculcate occupational competency—it must insist on training *beyond* a mere knowledge of present practices.

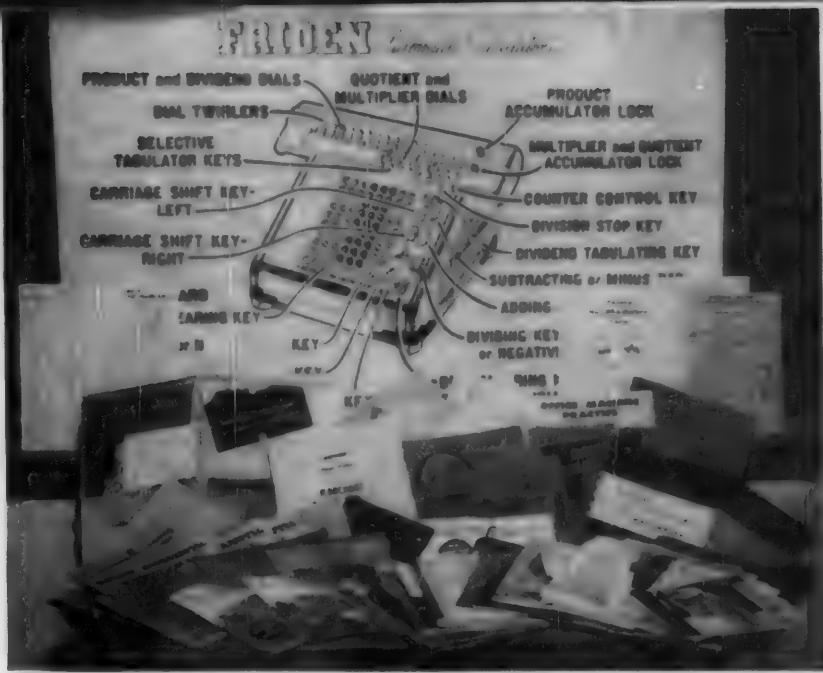
In Kansas, which the author knows best, research shows that over 97 per cent of all distributive businesses (wholesale, retail, and service) are small; they employ twenty persons or less. This means that both money and trained personnel capable of doing research to improve present practices are lacking almost entirely in the businesses themselves. Therefore, the job of leadership falls largely on distributive education personnel, including the approved collegiate institution offering D. E. training.

Face the Issue

While no one would claim that the job is being done perfectly, the issues are being squarely faced by those involved. Merchandising surveys and teaching based on them indicate that the distributive business itself believes that D. E. people must accept responsibility for leadership.

Some of these fruits are already apparent. What is true in Kansas is also true in other states. In Texas, research is now being carried on for the major oil companies through the active participation of the American Petroleum Institute.

Some of those who heard the question of our disgruntled friend from the convention felt that the point was framed like the old poser, "When are you going to stop beating your wife?" Nevertheless, it allowed him to work off his peevishness toward certain D. E. people in this area. The benefit, however, will be far greater for distributive education if its personnel will now face the issues that have been brought into the open.



ALL MATERIALS available from manufacturers for teaching calculating-machine courses are shown at left.

FREE MATERIALS are illustrated below.



NELDA SNOW, Texas Technological College, Lubbock, Texas

Materials for Teaching

CALCULATING-MACHINE COURSES

WOULD YOU BELIEVE IT? Those "mountains" of books, pamphlets, and portfolios shown in the pictures are the results of a collection of all the training aids and instructional material currently available on the subject of calculating machines—rotary and key-driven! Here you will find a discussion and a complete list (as furnished by publishers of business education textbooks and machines manufacturers) of the publications pictured. It doesn't matter what kind of office-machines course you are planning or teaching; there are materials that will help you.

Naturally, the level of the training that you are giving must be considered in selecting materials to be used.

Acquaintancehip Training

If you are introducing the calculating machines on the acquaintacehip level, perhaps as a unit in the office or secretarial practice course, there are many aids for you. Even though your formal education on the machines may have been limited, much of the training material will provide you with

enough directions for your own training—or brush-up, as the case may be—to make you feel at ease before the class.

The Educational Department of Monroe Calculating Machine Company has compiled a portfolio that would be helpful to any teacher, but especially to one facing calculating-machines classes for the first time.

This Portfolio of Training Aids and Literature for Commercial Educators includes suggested plans for teaching calculating machines in schools of different sizes and types, suggestions for procuring funds for office machines, formulas for time allotment for each student in a rotation plan of instruction, diagrams showing satisfactory arrangement of the office-machines classroom, reprints of articles on teaching office machines, and courses of study currently used by various schools. Also contained in the portfolio are many illustrations of the different machines, samples of certificates that may be obtained for students completing courses on the rotary calculator, and instruction cards to be used in introducing

the rotary calculator to students. These cards come in sets—one for the four fundamental mathematical processes as applied to whole numbers, and another applying it to decimal numbers. A very important item in the portfolio is the Teachers Guide, which gives a complete suggested demonstration for the teacher to use in introducing the four fundamental processes on the Monroe Educator (hand-operated). The demonstration, however, could easily be adapted to an electrically operated machine. The entire portfolio is free.

A kit of schoolroom materials has also been prepared by Marchant Calculators, Incorporated. It includes much descriptive material and a Teacher's Guide with outlines telling the teacher how to plan for five, ten, or twenty sessions of instruction. Tests with scoring keys and a grading plan are also furnished.

All machines manufacturers have wall charts of their various models.

Every machine has a booklet of operating instructions. These booklets give explanations of the basic mathe-

WORKBOOKS AND TEXTBOOKS FOR CALCULATING-MACHINE COURSES →

matical processes and sample problems, along with the description of the machine and how it is operated. Suggestions for the teacher are also included. For those with very limited time and budget allowance for a machines unit, these sets of instructions may provide sufficient material. However, as you see on the chart, there are textworkbooks that have only enough problem material for a few lessons. Even those textworkbooks that are prepared for more class sessions begin with the fundamental processes, so they can be adapted to any situation by going just as far as time allows or by selecting portions for emphasis.

Semiproficiency Training

Another type of training given is for semi-proficiency, a level that the student attains by getting enough practice on the calculating machines to achieve a certain degree of skill in their operation. Probably the textworkbooks containing fewer lessons will not provide sufficient practice work for this type of training. You still have a choice of a number of different publications you may use; just consult the chart.

Proficiency Training

If you are training your students on the proficiency level, then, of course, you should use those publications that provide enough lessons for the time allotted for the machines. You may also need some supplementary material besides the regular textworkbooks listed in the chart. For the key-driven calculator, *Vocational Efficiency Drills for the Key-Driven Calculator*, by Agnew and Goodfellow, could be used. It is published by South-Western Publishing Company and contains 44 pages of drills designed to increase the speed and accuracy of the key-driven-machine operator. Special emphasis is given to developing high speed in addition, but drills for the other three processes are also included.

Rotary Calculators

The three manufacturers of rotary calculators—Friden, Marchant, and Monroe—publish supplementary material specially prepared for the different types of industries; they are also available for school use. The Monroe Calculating Machine Company has prepared separate booklets with instructions and sample problems for the oil

industry, machine-shop engineering, civil engineering, algebraic work, and statistical work such as simple correlation, quality control, and lot-acceptance sampling.

Monroe also publishes booklets with complete instructions for extracting square and cube roots. All three companies will furnish, on request, tables that give constant factors that may be used to obtain both square and cube roots. Friden Calculating Machine Co. manufactures a calculator that will automatically extract square roots; but it is the only one on the market, and that extra feature increases the price of the machine.

Friden has a large number of tables available—for example: Grain Dockage Factors, Oil Conversion Tables, Payroll Reciprocals, Insurance Cancellation Factors, Chain Discounts, Conversion to Foreign Currency. These and many others are printed on individual cards. Mathematical tables of similar types are included in the Marchant textworkbooks.

Key-Driven Calculators

It may appear that the key-driven calculator is being neglected. This is not the intention. Because of the nature of the machine and because the type of work performed on the rotary calculator is usually much more varied, more training material is available and is needed for the rotary than for the key-driven. While all the mathematical functions can be accomplished on the key-driven calculator, addition is accomplished with more speed on any other type of machine, if the operator is skilled; and this type of machine is usually recommended for the less complicated figure work involving addition primarily. This does not mean that less time is required for training a key-driven operator, but rather that drill work can be repeated for speed practice and that the varied training materials are not essential in the same volume that is necessary for the rotary calculator.

Another reason that more training material is not available now is that the Burroughs Adding Machine Company, one of the manufacturers of key-driven calculators, is currently revising all educational material and has no samples ready.

Since Felt and Tarrant Manufacturing Company, another manufacturer of key-driven calculators, maintains

such a large number of comptometer schools, the only instructional material that it prepares for calculating-machine courses in other schools is made up of wall charts and information of a general nature.

Conclusion

All the textbooks and workbooks, secured by contacting every publisher and machines manufacturer, are listed on the chart, which is self-explanatory. Naturally, the books published by the manufacturers were prepared for one particular model of machine and give thorough instructions for it with complete diagrams of machine parts, while those of the publishers give instructions for all the different machines. You will notice that some of the publications are cloth-bound textbooks with separate answer sheets required for the problems given in the book. Most of them, however, are combination textworkbooks, paper-bound and with space for the solutions to be written right on the pages with the problem. Some have a spiral binding, and some have perforated pages. Other features and teaching aids that go with the various books are also listed.

Because of the current interest in printing calculators, some information is given concerning instructional material for this machine. The operation of the ten-key keyboard must be mastered before training is begun for the printing calculator, and then only a limited amount of instruction is needed.

Some information is also included for the posting machine; but, like the printing calculator, not as much instruction is needed as for the rotary and key-driven calculators. To teach the general principles of operation is all that is necessary, since each business has its own system.

So, take your choice of the materials listed. If there seems to be no textworkbook "tailor made" to fit your needs, the teaching aids that you may obtain by writing publishers and manufacturers and the information that you derive from reading current publications about calculating machines will help you make your decisions about the type of course, method of instruction, and equipment you will use. Whatever your situation may be, there are teaching materials that will help you organize and teach calculating-machine courses!

| TITLE | AUTHOR | PUBLISHER | DATE | PRICE | APPROX. NO. OF LESSONS | OTHER INFORMATION |
|---|---|---|------|--------|------------------------------|--|
| BUSINESS ARITHMETIC | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1953 | \$.25 | No break down | For the fully automatic machine |
| ELEMENTARY PRINCIPLES OF MACHINE POSTING | Warren and Lanza | Underwood Corporation | 1954 | Free | 5 | Accounts receivable only Prepared for desk-model machine |
| FRIDEN CLASSROOM MANUAL | Educational Research Department, Friden Calculating Machine Co. | Friden Calculating Machine Co., Inc. | 1953 | 1.25 | ■ | Answers given with each problem For the fully automatic machine |
| FRIDEN CLASSROOM METHODS | Educational Research Department, Friden Calculating Machine Co. | Friden Calculating Machine Co., Inc. | 1952 | 1.25 | ■ | Answers given with each problem For the semiautomatic machine |
| FRIDEN PRACTICE PROBLEMS | Educational Research Department, Friden Calculating Machine Co. | Friden Calculating Machine Co., Inc. | 1950 | 1.00 | ■ | For students who have completed one of the other workbooks Answer book available |
| HOW TO USE ADDING AND CALCULATING MACHINES | Walber, Roach, and Hanna | Gregg Publishing Division, McGraw-Hill Book Company, Inc. | 1953 | 1.00 | 20(Rotary) 20(Key-Driven) | Teacher's manual and key available Also includes sections for ten-key and full-key adding machines |
| HOW TO USE ROTARY CALCULATORS | Warren and Sturt | Gregg Publishing Division, McGraw-Hill Book Company, Inc. | 1953 | 1.40 | 30 | Teacher's manual and key available |
| HOW TO USE THE CALCULATOR AND THE COMPTOMETER | Mezum | Gregg Publishing Division, McGraw-Hill Book Company, Inc. | 1952 | 1.32 | 40 | Teacher's manual and key available |
| KEY-DRIVEN CALCULATOR COURSE | Goodfellow and Agnew | South - Western Publishing Company | 1949 | 1.25 | 60 | Tests furnished with each copy Teacher's manual and key available |
| MERCHANT SCHOOL MANUAL | Educational Department, Merchant Calculators, Inc. | Merchant Calculators, Inc. | 1952 | 1.00 | ■ | One copy given with each machine Teacher's guide and answer book available Complete illustrations of all model Merchant machines included |
| MONROE BOOKKEEPING MACHINE COURSE (2 booklets — TRANSCRIPT OF POSTING MEDIA and INSTRUCTIONS AND LESSONS) | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1950 | 1.00 | ■ | Teacher's manual available Accounts Receivable only Prepared for desk-model machine |
| MONROE SCHOOL MANUAL OF INSTRUCTION | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1950 | 2.00 | | Answer book available Cloth-bound book—separate answer sheets required |
| MONROE THIRTY-LESSON OFFICE PRACTICE COURSE | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1940 | .75 | ■ | Teacher's manual and answer book available Prepared for hand-operated machine Tests in the book |
| MONROE TWELVE-LESSON OFFICE PRACTICE COURSE | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1948 | .35 | 12 | Teacher's manual and answer book available Prepared for hand-operated machine Tests in the book |
| OFFICE MACHINES COURSE | Riggs | South - Western Publishing Company | 1951 | 1.00 | 10(Rotary) 20(Key-Driven) | Teacher's manual and key available Also includes sections for ten-key and full-key adding machines |
| OFFICE MACHINE PRACTICE | Kirk, Scott, and Luria | The H. W. Wilson Company | 1953 | .50 | 5(Rotary) 5(Key-Driven) | Teacher's manual and key available Also includes sections for ten-key and full-key adding machines, stencil, gelatin, and direct duplicating processes, and dictating and transcribing machines |
| OFFICE PRACTICE COURSE FOR THE EDUCATOR | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1959 | .75 | ■ | Teacher's manual and answer book available Prepared for hand-operated machine Tests in the book |
| ROTARY CALCULATOR COURSE | Goodfellow and Agnew | South - Western Publishing Company | 1951 | 1.12 | ■ | Teacher's manual and key available Tests furnished with each copy |
| SEMIAUTOMATIC OFFICE PRACTICE COURSE | Educational Department, Monroe Calculating Machine Company | Monroe Calculating Machine Company, Inc. | 1954 | .50 | ■ | Teacher's manual and key available Tests in the book |
| TEN-KEY ADDING LISTING MACHINE COURSE | Agnew | South - Western Publishing Company | 1950 | 1.00 | ED(Printing Calculator) | Tests furnished with each copy Also includes instruction for ten-key standard adding machine Teacher's manual and key available |
| VOCATIONAL EFFICIENCY DRILLS | Agnew and Goodfellow | South - Western Publishing Company | 1948 | .80 | 7 Units | Practice material that can be repeated for speed emphasis Tests and key available |

NOTE: Adding machine material included incidentally in the above listing will be featured separately in a future BEW article.



THE PAPER WORK

in your typing classroom

ALAN C. LLOYD, Editorial Consultant to BUSINESS EDUCATION WORLD

Typing students produce from their machines an unending stream of typescript. Some of it is good work, some of it is poor; all of it is a problem for the teacher. What to do?

No single suggestion will fit all school circumstances; they vary too much: periods from 30 to 120 minutes, machines from old old-timers to sleek new electrics, classes from 1 to 100 students, ages from 10 to 70. High school is different from college, day school from evening. No one plan.

But good, workable ideas abound. A wise teacher chooses from among them or modifies them to fit his class.

The basic criterion is this:

Plans Must Be Flexible

Grading emphases are tremendously influential. Students will try to do whatever a grading plan rewards them for doing. If you stress speed, they push for speed. If you stress control, they crawl in their effort to type accurately. If you point up production, students begrudge time spent on drills. They want good grades.

Yes, influential—but for bad, as well as good, in some cases. A student who needs more speed, for example, is sorely hurt if your grading plan emphasizes accuracy. Any acceptable grading plan must provide more than one peg on which a grade may hang, more than one opportunity for students with different needs.

Keeping the pressure of grades from interfering with the individual's needs and with basic progress is a constant problem. To ease that pressure of many considerations you must know—

What Not to Grade

Papers resulting from practice for special purposes ought not to be graded, lest concern about grades divert the student from the purpose of the practice and therefore negate its value. Examples:

- warmup lines of all kinds
- corrective or remedial drill lines
- power-building special drills
- timed writings that are part of a series in a skill drive (only the best one should be recorded)
- production exercises typed under teacher direction as part of learning a new technique or arrangement
- games, stunts, contests (but winners can be given a grade bonus)
- preview drills of all kinds
- short "speed spurt" timings
- experimental, try-out typing
- locational (keyboard) drills

Eliminating all these from grading disposes of some 40 to 50 per cent of the papers students type.

We do not throw out all—

Papers That Are Not Graded

Most can be discarded; some should be scanned. Papers produced in any new or special activity should be scanned at once, to determine whether the goals of the special activity were realized.

When? How? You sit at your desk in an empty room, a wastebasket at your side. One by one you pick up the papers, glancing at each and then relegating it either to the wastebasket or to your "return file." The return file is kept thin, including just a few papers

so very good or so very poor that some comment seems to be required.

[Note: In this month's *Today's Secretary*, Doctor Lloyd shows students how to scan and analyze their papers.—Editor]

Using Fixed Standards

The use of arbitrary requirements is a facile approach to grading, *once the standards are set up*. The student is told what he must do to qualify for each grade: he must type at a stated speed, with a certain degree of accuracy; he must turn in so-many letters or tables, with a limitation of so-many errors. In effect, he has a contract with the teacher: "If I do this much, I then get this grade."

In general, there are three common ways to arrive at standards:

1. Prepare a summary of what previous students have accomplished; then redefine their accomplishments as a set of goals for new students. If you have saved many papers, it is possible to construct very detailed, even week-by-week standards.¹

2. In co-operation with local employers, define reasonable terminal goals; then establish (by estimating and by reference to your class records) intermediate six-week goals, rungs on the ladder leading to the terminal goals. After ascertaining the adequacy of your ladder by reviewing it with other typing teachers, establish the various rungs as "requirements."

3. With the co-operation of other

¹ This is what Roberts did in deriving the weekly goal standards reported in her article, "Spur Typing Students by Using Goal Sheets," in the January, 1935, BEW, pages 16-17.

teachers, share accomplishment records to frame normal goals; then list the goals as standards. This is what Doctor Rowe did in developing the adjacent timed-writing grading scale.²

Standards vs. Normal Curve

The "requirements" approach to the work of the course has some awkward aspects, including these:

1. It is quite difficult to arrive at realistic, feasible standards. Defining them is a tough job.

2. The standards must constantly be modified for new circumstances; you

² John L. Rowe and Alan C. Lloyd, Teacher's Manual for *Gregg Typing, New Series* (Gregg: New York, 1954), page 17.

get new typewriters or books . . . or a nontyping teacher substitutes for you . . . or something else tilts the ladder.

3. It places grave responsibility on the students. Some, including the writer, believe the responsibility too heavy for high school students in the early semesters of typewriting; it makes grading become a constant worry to the learner—hardly healthy for adolescents' mental hygiene.

From the foregoing, it is not surprising to find that the standards approach is used principally (1) in the final stages of instruction and (2) in those college classrooms where it is not feasible to use normal-curve grading.

A normal-curve plan is one by which

each student's grade is determined by comparing his performance with that of his classmates. Thus, if a student produces 10 letters, his grade is not determined until the teacher knows how many letters his classmates produced; 10 may be high or low, or just average. And, when a student takes a timed writing, his work is not graded until the results of the writings of everyone in the class are tallied.

Normal-curve plans have two complications. One is the fact that you need a group of students who have had the same chance to learn whatever is being graded. No problem to high school teachers, this is a difficult one in those business schools where students work independently and progress at their own rate, and in all colleges (where students come with wide variation in previous training experiences). You cannot use the normal-curve approach when you cannot compare students.

A second traditional complicating factor is that students' scores must be converted to grades by a laborious statistical procedure. On the next page is a cheerful aid, a short-cut method that makes it easy to convert any group of scores into A-B-C grades (or their equivalent per cents) in just a minute or two of paper shuffling, with sufficient accuracy for ordinary classroom grading purposes.

Where classes are uniform and include 15 or more students (the case in most high schools), the normal-curve approach is not only the superior one but also the only fair one.

Only a normal-curve plan adjusts grading fairly to variations in the difficulty of the copy used, to interruptions in the school schedule, to changes in teachers, etc.

Using the Normal Curve

And, only the normal-curve plan results in grades that conform to general school policy. To nearly all parents, employers, teachers, principals, counselors, even students, any grade in any subject is a revelation of how a student compares with his classmates. An "A" or "95%" grade means superior performance in any subject.

No fixed set of standards—no matter how carefully designed, how convenient to use, how modest in demands—can justly deny the right of a student to a superior grade if his work is supe-

GRADING SCALE FOR TIMED WRITINGS

Here are goals for normal high school classes

THE TABLE BELOW is a grading ladder that gives timed-writing goals for the end of each six weeks in a two-year high school course. The table suggests a minimum speed and maximum error tolerance for each grade. Thus, the first line indicates that, at the end of the first six weeks, a student, given three opportunities on a 3-minute writing, must type at least 12 words a minute with not more than 5 errors to earn a minimum-passing D grade; or 15 words a minute with not more than 5 errors to make an average C grade; and so on.

| Six Weeks | Description | Minimum Speed/Maximum Errors | | | |
|-------------------------|---|------------------------------|------|------|------|
| First Semester: | | | | | |
| First | 3 minutes (best of 3 efforts) . . . gross: | 12/5 | 15/5 | 20/5 | 25/5 |
| Second | 5 minutes (better of 2) . . . gross: | 15/2 | 20/3 | 25/4 | 30/5 |
| Third | 5 minutes (one, familiar copy) . . . gross: | 20/3 | 25/3 | 30/4 | 35/5 |
| Second Semester: | | | | | |
| Fourth | 5 minutes (best of 3 efforts) . . . gross: | 23/2 | 28/3 | 33/4 | 40/5 |
| Fifth | 5 minutes (best of 3) . . . gross: | 26/2 | 32/3 | 38/4 | 45/5 |
| | or 7 minutes (best of 3) . . . gross: | 25/2 | 30/3 | 35/4 | 43/5 |
| Sixth | 5 minutes (better of 2) . . . gross: | 30/2 | 35/3 | 43/4 | 50/5 |
| | or 10 minutes (better of 2) . . . gross: | 27/3 | 32/3 | 40/4 | 45/5 |
| Third Semester: | | | | | |
| Seventh | 5 minutes (best of 3 efforts) . . . net: | 30/2 | 35/3 | 43/3 | 50/3 |
| Eighth | 5 minutes (better of 2) . . . net: | 33/2 | 40/3 | 48/3 | 55/4 |
| Ninth | 5 minutes (one, familiar copy) . . . net: | 36/2 | 44/3 | 53/4 | 60/5 |
| | or 10 minutes (better of 2) . . . net: | 33/3 | 40/4 | 48/4 | 55/5 |
| Fourth Semester: | | | | | |
| Tenth | 5 minutes (one, familiar copy) . . . gross: | 40/2 | 50/2 | 60/3 | 70/4 |
| | or 10 minutes (better of 2) . . . gross: | 38/3 | 46/3 | 56/4 | 65/5 |
| Eleventh | 5 minutes (one, new copy) . . . net: | 45/2 | 53/2 | 62/3 | 72/3 |
| | or 10 minutes (one, new copy) . . . net: | 42/3 | 48/3 | 58/4 | 68/5 |
| Twelfth | 5 minutes (one, new copy) . . . net: | 50/2 | 55/2 | 65/3 | 75/3 |
| | or 10 minutes (one, new copy) . . . net: | 45/3 | 50/3 | 60/4 | 70/5 |

The table reduces paper work. Given a copy of the scale pertinent to the current six weeks, a student need turn in "for the record" only the timed-writing papers that qualify him for his next higher grade.

Developed by Dr. John L. Rowe with the co-operation of 40 teachers of high school typing classes, the table is based on the actual accomplishment of students (rather than on arbitrary or preferable standards); so, it will give grades very close to normal-curve distribution.

rior to that produced by other pupils.

The basic idea is to assign point values to the work at hand. Students accrue points by typing their work within specified error limitations, and their week's work is graded on the basis of the total score earned. Considerations and variations:

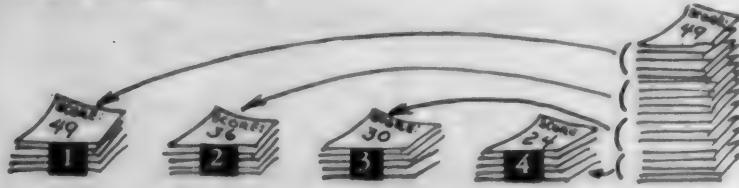
1. The point values may be as narrow as one point for each exercise completed acceptably, or as wide as one point for each line of typing completed without error.
2. The error tolerance can gradually be narrowed. A 200-word letter, for example, may be acceptable with 3 errors in the second semester, 2 in the third, 1 or 0 in the fourth.
3. The easiest unit of time in which to "build points" is a week, but many teachers build for six weeks.
4. Don't penalize; give bonuses. It is easier, for example, to give a point to each student who detects a "catch error" than to take off a point for every student who misses it; or to give 3 points for a good top margin instead of taking off 3 for a poor one. It's the same difference, but *affirmative*.
5. Substitute money values for point values now and then; as, "a penny a line" instead of 1 point per line, or "25 cents for each table" instead of 25 points for it.
6. If you wish to include points for timed writings, ascribe them a value such as 1 point for each 5-minute writing typed with two or fewer errors; or, 1 point for each 10 words a minute achieved; or, 5 points for each new record writing. Just keep these point values roughly equivalent to the point values made on other work, so that timed-writing points may be added to the others.
7. Use bonus points to add stature to other activities, too; for example, have extra-point exercises, or give bonuses for extraordinary speed or accuracy, or award prize points in class contests, etc. If all have an equal chance to earn points, bonuses are fair.
8. To avoid having mounds of papers to check every Friday, patrol aisles while students do their application exercises, okaying satisfactory work as soon as it is proofread.

TURNING SCORES INTO GRADES

Here's a short-cut method for grading on the "normal curve"

THIS METHOD can be used to convert into A-B-C letter grades any group of scores—words a minute, lines of typing, errors, questions correctly answered, or other "points." You must have scores of at least 15 students. Steps 1-5 give a distribution of grades approximating 7% A's, 24% B's, 38% C's, 24% D's, and 7% failures, the usual normal-curve distribution of grades in any large group. Steps 1, 2, and 6 provide a normal-curve distribution for advanced classes, in which there should be no truly poor students: 16% A's, 34% B's, 34% C's, 16% D's, no failures.

1. *Arrange papers in sequence*, highest scores on top. Divide them into 4 even stacks—best fourth in Stack 1, second fourth in Stack 2, etc. If you have 32 papers, divide them 8-8-8. For uneven quantities: 33 papers, 9-8-8; 34 papers, 9-9-8; 35 papers, 9-9-9.



2. *The span of scores in each grade* is obtained by subtracting the score on top of Stack 4 from the score on top of Stack 2 and then multiplying the difference by .75. Example: $96 - 75 = 21 \times .75 = 9 = \text{span}$.

3. *The C (middle) grades* range $\frac{1}{2}\text{-span}$ up and $\frac{1}{2}\text{-span}$ down from the score on top of Stack 3. Example: If that score were 87 and the span were 9, C's would be all scores in the 86-87-88-89-90-91-92-93-94 span.

4. *The B grades* include all scores within one span above the C's. In this example, the B's would be 88-89-90-91-92-93-94-95-96. All higher scores would be graded as A's.

5. *The D grades* include all scores within one span below the C's. In this example, the D's would be 76-77-78-79-80-81-82-83-84 span.

6. In advanced classes, the score on top of Stack 3 is the top of the C's, which range one span downward from that score; in this example, C's would be 80-79-78-77-76-75-74; and all lower scores would be D's. The B grades are all scores within one span above the C's; in this example, B's would be 81-82-83-84-85-86-87-88-89; and all higher scores would be A's.

9. At the end of the week, total the earnings; then convert them into grades by the normal-curve plan.
10. To grade any examination, have students count the number of correct lines they typed in the entire test—letters, tables, timed writings, whatever is included—and write that figure at the top of the first paper. You then add whatever bonuses you feel are deserved and convert the scores into grades. This is much easier than grading and averaging individual sections of the test.

A Summary View of the Normal-Curve Plan

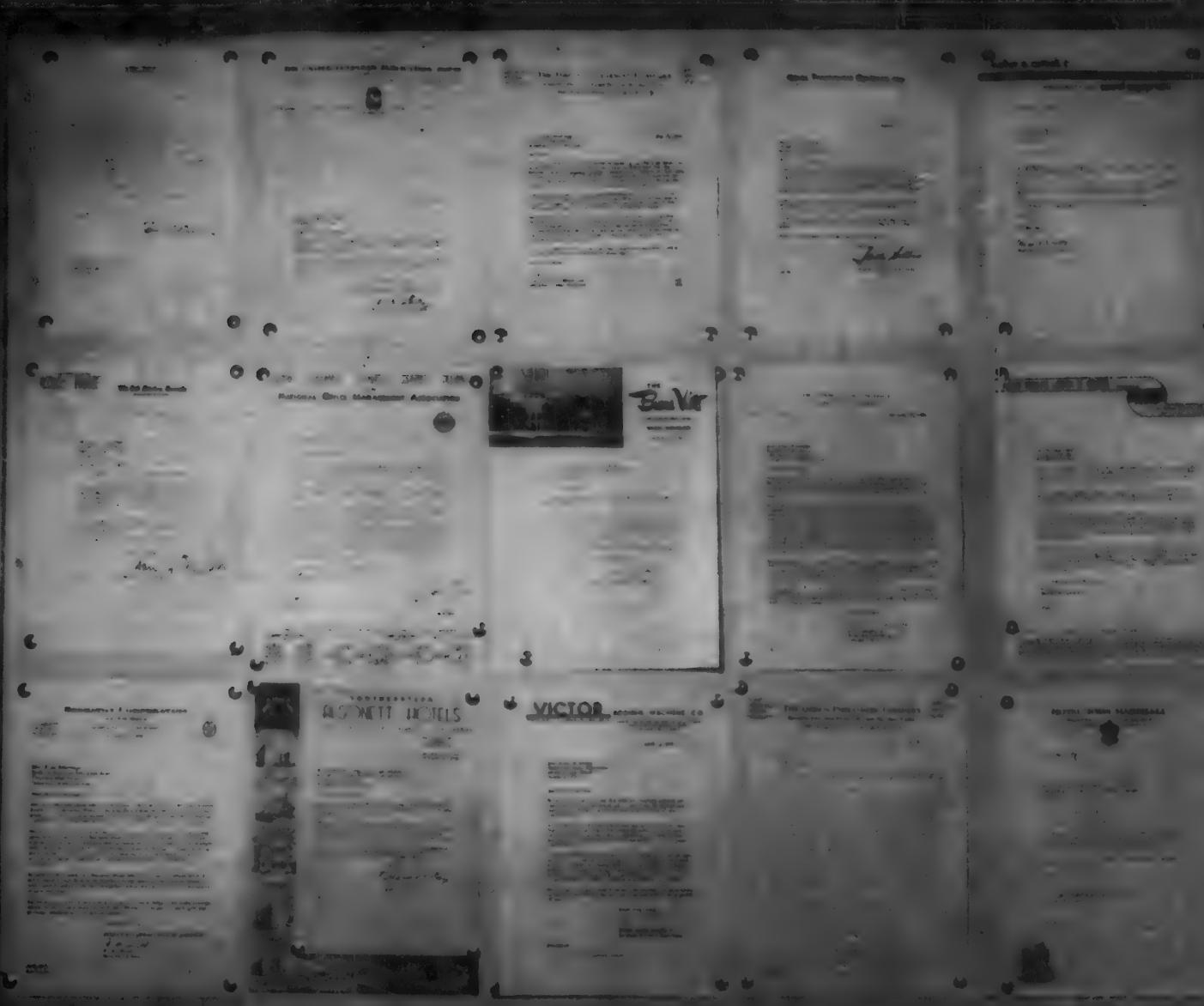
So the class *does* produce a lot of papers. Most drill and special-practice papers are discarded; a few are casually scanned, some are returned.

A few timed writings, perhaps the 5-minute ones, are graded. These earn points for the student on some basis compatible with points he earns by typing his letters, tables, etc.

As the teacher cruises the aisles during production periods, watching for those who need help or admonition, he also approves satisfactory production work as it comes from the machines, thus reducing the volume of paper marking scheduled for the end of the week.

And when the papers are in, he arranges the papers as suggested in the short-cut method above; two minutes later he is ready to write grades in his roll book . . . safe, *fair* "normal-curve" grades.

[Next month: "Saving Time in Your Typewriting Classroom," including an even easier grading plan!]



DISPLAY ADDS LIFE TO LETTERS

ONE OF MY MOST VALUABLE teaching aids is a collection of letters from eminent people and well-known businesses.

The first-year typewriting classes type letters until the general setup and mechanics are familiar to them. Some weeks later, beginning and advanced typing students study a comprehensive unit on letter writing. Then my prized letters with unique letterheads, varied arrangements, and intriguing signatures go onto the bulletin board for student appraisal.

Soon a student asks, "Why does one letter on the bulletin board have the reference initials on the right margin, when the book shows them on the

left?" Immediately, some smart aleck blurts out, "He doesn't know how to write a correct letter, because his date is on the line with the name in the inside address instead of under the city, the way the book shows." Suddenly, each student sees some deviation from customary style, and they all want to talk about it—at the same time!

Then, one special day, we learn that letters have individuality and personality, just as the people who write them do. We learn to be tactful and courteous in inquiring about something so new and different that it looks wrong.

I encourage students to form men-

ELISE E. ALTMAN
Ridge Spring (South Carolina) High School

tal pictures of the letter writers; then, if photos of the writers are available, I bring them in, show them, and watch the starts of surprise.

Letters written in shorthand delight shorthand students. Brief forms become friends; shorthand writing becomes easier and has new meaning.

For a time, all letters are written with care, precision, and pride, because the next bulletin board displays letters from each typing class.

Which letters do they like best? The ones they know best and use themselves. To them, block and modified block styles without changes, on the simple, formal styles of letterheads, have beauty and dignity.

What Price BUSINESS ENGLISH?

SEVERAL MALE MEMBERS of a high school faculty were sitting in the men's lounge, some reading and smoking, some correcting papers.

"Listen to this," said Jones, instructor in Business English. "Being as I was late, I hadn't no time to change my typewriter ribbon, and so my copy was poor and I got a low grade." Doesn't that sort of writing drive you nuts? I've told my classes that anyone handing in another sentence beginning with 'being as,' or a double negative, would be shot at sunrise."

"Oh, you haven't got a mortgage on it. Listen to this." Roberts, who taught English over in the college preparatory division, picked up a theme he had been correcting. "He liked sugar in his tea but not coffee."

"Who does?" asked Smith, a science teacher, looking up from his book.

"Well, but for a college prep student, such slovenly English!" Roberts gave the offending theme an exasperated slap.

"No more so than the bilgewater I get," retorted Jones. "And, over in the Business Education division, we have to demand accuracy above everything."

"Oh, I don't know," Smith went on. "If there is a necessity for accuracy in student response anywhere, it's in science. We couldn't have students explain to a class how to get a certain chemical reaction if their faulty thinking had the ingredients all mixed up."

"A girl told us in English history class the other day," said Parker of the history section, "that Henry VIII had Anne Boleyn beheaded because she wanted the Pope to excommunicate him and let him set up a church of his own." Such crazy, cockeyed English goes farther back than misplaced words, omitted words, or ambiguous expressions. Its cause lies in inherently careless thinking. All of us, all down the line, are at fault. We don't stop to straighten out faulty thinking

J. MILNOR DOREY

processes—we just correct the surface English expressions and move on."

"Guess you're right," admitted Jones, "but, if all the English teachers of the high school and in the general and college prep divisions would accept the standards of precision and accuracy maintained in the business courses, we wouldn't have any slovenly thinking; and precise English would naturally follow."

"Say, what are you trying to do," asked Roberts, "just teach the conventions of diction and sentence structure—nothing else?"

"That's all we've been complaining about, isn't it?"

"Yes, but only as an index of clear, cogent thinking."

"Wait a minute," put in Parker. "You fellows in business education think that the business letter is the be-all and end-all of English style—that there's nothing superior. To have the address, the date, and the salutation exactly placed, the opening paragraph always say, 'Yours received and contents noted. In reply would say,' et cetera. Thank goodness the cliché, 'Your advice received and in reply would advise' is going out. Then the rest of the paragraphs must be just so long, regardless of whether a new topic is indicated or not. Margins must be just so. The complimentary close must be spaced properly. What do you fellows leave to the imagination? What human touch is evident in that sort of composition?"

"Hear! Hear!" Roberts applauded.

"I suppose," said Jones, turning to Roberts, "if you can get your students to write sentimentally about sunsets and old houses, or write short stories on subjects that have already been better treated, you're encouraging creative thinking. How many of your boys and girls are going to become authors?"

"That's not the point. Apart from the fact that, in the college prep section, we do not spend time writing about sunsets and abandoned houses, our emphasis is on the student as a person, an individual, not putty to be fitted into a mold—a person who has individual traits that should be given expression, who's to be taught how to think clearly and logically, not merely grounded in mechanized skills."

"After all," said Smith, "what is teaching English composition but teaching communication? The precise terminology isn't the whole story. The world of business has bred a clutter of limitations and clichés. The social world is artificial; the artistic crowd is encumbered with fads. Even the religious world has its inhibitions.

"Why don't you fellows who teach English composition get together? There's nothing *sacrosanct* about Business English. English is English. Business education teachers are too much inclined to think that business is a god, and the academic teacher is reluctant to climb down out of his ivory tower. A growing mind can be directed into both a world of wholesome sentiments and a world of realities where clear thinking is imperative."

"I was looking through your Business English textbook the other day," said Roberts. "What a dreary collection of things to put one's mind on—invoices, rebates, credits, bank balances, drafts, discounts, balances—no end of such stuff to write reports about. Then there are letters ordering imaginary goods, answering complaints, writing specious sample advertisements, *ad nauseam*. To what end?"

"By the way," interrupted Smith, "I am reminded of something that hasn't been touched on in this interesting wrangle—oral English. We all know that we speak twenty times a day to every time that we *write out* our thoughts. We talk about slovenly written English. I'd hate to have a stenographer take down exactly what I express orally on any given occasion. We can hardly criticize what comes out of the mouths of our babes and sucklings.

"I say it's high time we all get together. This matter of communication affects all of us. I want

About the Author

J. MILNOR DOREY is a distinguished educator, journalist, and lecturer. He has taught English at three secondary schools and five colleges, and has been in charge of the Writers' Division of the New York City Board of Education. Formerly a staff member of *The New York Times* and executive secretary of the Progressive Education Association, he is author of several books, on writing and (as collaborator) on economics, sociology, and law. He has been conductor and lecturer for European tours. He is author of "Is Teaching a Profession?" (BEW, November, 1954).

good English and sound thinking in my science classes. So does Parker. So does every member of the faculty. We don't all have to tell the other fellow how to teach his subject, nor should we expect the teachers of English to do it all. We can agree on how to make rational adults out of glorified adolescents—that is, point the way kindly, sincerely, constructively. We can't make silk purses out of sows' ears. Lord knows, we have a lot of kids who have no right to be in school, let alone college, but we must do the best we can with what we have.

"You English teachers should get rid of preconceived notions that art and style are the only objectives, or that the medium you work in is the only one in education. What if a youngster doesn't know how to spell Czechoslovakia, or misplaces a comma? How worth-while are the thoughts he's trying to express? Face the fact that there's no such thing as Business English in itself. It's merely communication, oral and written, using certain necessary terminology. Behind it is still the boy or girl who must someday become a useful citizen. And the teacher of 'creative' English shouldn't strive only to introduce his students to a world of beauty and pungent emotion. Every student has two feet, and they belong on the ground."

"Seems to me, Smith, you're doing pretty well, for a science teacher, in this exhibition of intelligent communication," said Parker. "Maybe I'm taking history too literally. Maybe I should give a course in the historical novel."

"Couldn't do a better thing," laughed Roberts. "Oh, oh—there goes the bell. Back to the mill. Oh, did I say *mill*? I meant *challenge*."

How to Be a **SUPPLY EXECUTIVE**

MARIAN JO COLLINS

Adelphi College, Garden City, New York

YOUR FIRST assignment will include the teaching of shorthand, typewriting, and office practice. Please report at . . ."

Happy is the young job applicant who receives this message. Immediately he starts planning for the coming year so that he will be a credit to his chosen profession. He reviews his subjects, collects materials, and reads his methods notes. His interests are centered on becoming a good teacher.

Experienced school persons, however, might advise him to concentrate as well on becoming a good executive. The office-practice teacher's success will depend on his acceptance of responsibility not only toward his pupils but also for equipment and supplies.

The Secret Is Control

The office practice teacher will find his executive duties less burdensome if he establishes an effective control system suitable for the conditions under which he works. Situations differ in many ways:

1. Machines may or may not be permanently attached to desks and tables.
2. Machines may or may not be stored in cabinets at all times when not in use.
3. Laboratory equipment may or

may not be in danger of misuse by students assigned to the laboratory for classes other than office practice.

4. Any or all supplies may or may not be provided by the school.

The teacher's first step under any circumstances is the inventorying of all equipment and material in the laboratory and the establishment of a record system. He will find either a card file (using six-by-four or larger cards) or a loose-leaf system acceptable for this purpose. Each piece of equipment should have on its record the full details given in Sample 1.

By designing and duplicating a form to accommodate this information, the teacher will conserve his own time and make easier the task of his successor.

For Future Reference

Each item of information listed does have usefulness, although its importance may not be readily apparent. Reference to the record cards will yield information on which to base future judgments. After the passage of some months and years, the teacher will be able to answer—in the light of his own experience—questions regarding the wisdom of investing in

used equipment, comparative maintenance costs of machines of different manufacture, and the annual expense of operating the laboratory.

He may be able to secure funds more easily when he can offer to the authorities an analysis of his needs based on exact facts and figures. He may also find records useful in case of theft. The police can work more speedily when they are supplied with serial numbers of missing equipment. Usually these numbers are engraved on some inconspicuous part of the machine (the back or underneath) or on a brass plate attached to the machine. In addition, they are engraved in some part of the machine inaccessible to all but repairmen. These serial numbers have significance, indicating to those who know the code, the model, and the approximate date of manufacture.

Stolen equipment can often be recovered if an attempt is made to sell it to dealers or use it as security in borrowing money. Professional thieves may change the serial numbers etched on the case of a machine, in which instance detection becomes more difficult; but few school thefts are the work of professionals.

The teacher should supplement his equipment records with the following information:

1. A collection of folders of advertising material, operational manuals, and sample jobs for each of the machines (each item to be classified, dated, and stamped with department identification).
2. A room layout numbered and marked for the location of each machine. A copy of this could be posted for easy reference—an evidence of co-operation with the school superintendent.
3. A simple repair report sheet prepared in duplicate (make of machine, type of repair, and dates reported and fixed). A copy should be posted on

the bulletin board for easy reference by the repairman.

The teacher will recognize the importance of control over the issuance and keeping of supplies if he is to keep costs within reasonable bounds. Carelessness in accounting for supplies can result in wasteful usage, disorderly arrangement, and lack of needed supplies.

Supply records are useful in effecting control. A good record system serves as the foundation in establishing control. As is the case with equipment records, the teacher will find either a card file or a loose-leaf system acceptable for this purpose. The record should contain the information shown in Sample 2 below.

The instructor can design and duplicate a form to accommodate this information, thereby conserving his own time and assuring himself a consistency in recording the proper information.

Specific Control Measures

The teacher may make entries concerning issues only at intervals—perhaps on removal of material from the storeroom to the classroom supply cabinet. He will find it advisable to keep close check over the physical count of many items, for the "borrowing" of a few sheets of paper or a few paper clips by several students can total a sizable loss when repeated throughout the semester. Control measures might include:

- Establishing a system for efficient and speedy distribution

- of supplies to the students.
- Charging one student-storekeeper with responsibility for distributing supplies to the class.
- Encouraging each student to use—in spite of errors made—each sheet of paper or stencil on which he starts working.
- Setting an example for conservation of supplies—discussing the importance of carefulness and the high cost of carelessness.
- Creating a good working atmosphere in the classroom.

The last item mentioned above is intangible, resulting as much from the application of principles of good teaching as from using good stockkeeping techniques. Its importance cannot be overemphasized, however. Several suggestions concerning good stockkeeping practice follow:

- "A place for everything, and everything in its place." Identify each item, and label the shelf space so that (a) supplies may be kept in an orderly fashion, (b) supplies may be issued according to use, and (c) unused supplies may be returned to place without difficulty.
- Use boxes for items irregular in shape, or too small to handle easily.
- Keep all but currently used supplies in unbroken packages.
- Make available only small

quantities and put them in small packages or boxes.

- Whenever possible, stack items of one classification only—avoid placing packages of one variety on packages of another. If space is seriously limited, use wooden trays or heavyweight cardboard boxes for the different varieties rather than leaving the supplies in paper packages.
- Use cabinets with adjustable shelving, or have school carpenter place shelves at convenient distances.
- Provide each cabinet with a lock.
- Inspect cabinet contents frequently. Check on rate of usage of supplies, and replenish stock of each item as necessary.
- Train the stockkeeper to exercise care in removing supplies from the cabinet and in replacing unused material.
- Supply stockkeeper with written instructions covering his duties and including a guide to proper amounts to issue.

If the teacher follows these steps when he organizes his stock room and if he maintains the equipment records that are suggested above, he will be easing the executive burden that falls upon his shoulders. The less time he spends concerning himself with the control of his supplies, the more time he will be able to give to his regular classroom duties.

| EQUIPMENT RECORD | |
|-------------------------------|--|
| Name of Machine | Laboratory No. |
| Model Name or No. | Guarantee Period |
| Serial No. | Service Contract |
| Manufacturer Name Address | Repair Service Name Address Telephone |
| Date of Manufacture | Date of Acquisition |
| Original List Price | Date of Disposal |
| Price Actually Paid | Date of Call Date of Repair Nature of Repair Repair Charge |
| Dealer Name Address Telephone | |
| Probable Trade-in Date | |
| Estimated Trade-in Value | |
| Accessories, Supplies Name | Comments |

SAMPLE 1, to the left, illustrates the nineteen items that the author suggests be included as part of the equipment record.

A constant supply record should be maintained by each teacher, listing items such as those included below, in **SAMPLE 2**.

| SUPPLY RECORD | | | | | | | | | |
|----------------------------|------|-----------------|------|---------|-------|----------------|------|--------|------|
| Item (Name or description) | | | | | Brand | | | | |
| Size | | Grade | | Color | | Re-order point | | Price | |
| Usual size of order | | Supplier's Name | | Address | | Telephone | | | |
| Receipts | | Issues | | | | Receipts | | Issues | |
| Date | Am't | Date | Am't | Balance | | Date | Am't | Date | Am't |
| | | | | | | | | | |

HOW TO BUILD typing accuracy *on NUMBERS in CONTEXT*

DID YOU SEE the number typing drills in the February BEW? Remember, you may mimeograph them if you wish. Those drills covered speed building on numbers in context. The copy was balanced-hand and easy. This month's drills are for accuracy building on numbers in context. The copy is alphabetical and difficult, requiring strict attention and concentration. Typing becomes controlled and measured. Continuity and rhythm develop. Accuracy results. When difficult copy cannot be read too far ahead, attention must focus on its smaller units.

This Will Slow Them Down

Look at the Spanish sentences on the opposite page. Typing a foreign language demands the typist's strict attention. This promotes accuracy. (In case students ask for the meaning of the sentences, the translation is given at the bottom of this page.)

The reverse sentences require letter-level typing. You won't need to say, "Slow down and concentrate." The copy will force students to slow down and concentrate.

Each sentence or paragraph is given twice. The first version is ordinary, straight copy. The second is the same copy altered slightly to include numbers. Develop rhythm and continuity first on straight copy, then on the same copy containing numbers. The students try to type with the same fluency and rhythm on both.

A Little Bit of Interest Here

Students usually like to compete with their own previous records, or with each other. Give quarter- or half-minute timings, with one point for each correct word typed. On repeated timings, the students try to increase their own scores. This keeps interest at a high pitch. All during the drills, the objective is perfect copy, because a point is earned only if the word is correctly typed. For these drills, use both the numerical and nonnumerical sentences.

Introduce competition between each two rows of students. A point

is given for each perfect line, so that the last student in each row can tally the scores rapidly. See which is the winning row.

Create more enthusiasm by matching students in the front half of the room against those in the back half, or those on the left side against those on the right. The group earning the most total points wins. Interest soars, and the students have fun, while every minute is devoted to accuracy building. Give one point for each perfect line. A monitor in each row tallies the scores for his row, and a captain tallies the total for his entire group.

He Who Hesitates . . .

First, drill on the straight-copy sentences several times. The copy is arranged alphabetically to encourage accuracy and continuity. The teacher should demonstrate the sound when the sentences are typed with continuity. Next, the number sequence 39 28 47 56 10 is previewed. It is written on the board, and students practice it for about a half minute. Then they type the sentences that contain the numbers. The objective is still continuity and accuracy. There should be no hesitation at the numbers during the typing of several half-minute drills.

Follow the same procedure for the paragraphs. First, drill on the non-numerical copy, then preview the numbers, then drill on the numerical copy. Use one-minute timings for the paragraphs, which are alphabetical to promote accuracy on longer timings.

Award points for each perfect line, and use the competitive devices mentioned to stimulate interest. Students will enjoy such drills, especially if you type right along with them. It's a good way to keep in practice, and it's a good example for the students.

If you do the drills at your demonstration machine, you will share your student's experiences. Your typing skill will improve. Instead of asking the students whether the sentence was difficult and whether that is why they

typed so slowly, you might comment: "Say, this is a hard sentence. I made some errors, did you? Let's try it again." This promotes a co-operative spirit and workshop atmosphere. All work together to improve their speed and accuracy.

Class always starts with a lively warmup. A warmup usually consists of three parts: (1) a rhythm drill, (2) a speed sentence, and (3) a number drill for locational security—111 222 333 444, etc.

At least once a week, the number drills are extended beyond just the warmup stage. Students work to develop speed or accuracy on numbers. Those working for speed use the easy copy designed to increase speed. Those working for accuracy use copy of the kind given here, which is designed to promote concentration and control.

Students usually are interested in the material they type. They like to be creative, but seldom realize that they, too, can make up drills like these. Let them try it. Then duplicate the drills (with names to identify the line made up by each).

Students will detect right away the importance of copy control on drives for speed or accuracy. They will see that by controlling both the copy and the type of practice (see the opposite page) they will learn better how to type numerical copy accurately and with a continuous rhythm.

Translation of Spanish Sentences

I have written the letters; and I have already bought pens for my lessons.

I have written 3928 letters; I have bought 4756 pens for my lessons.

I study the lessons every day and I write the papers with pens.

I study 39 lessons 28 days and I write 47 papers with the 5610 pens.

ACCURACY-BUILDING DRILL FOR NUMBERS IN CONTEXT

A. ALPHABETIC SENTENCES, WITH AND WITHOUT NUMBERS

| | WORDS |
|---|-------|
| Jeff moved six dozen quires on some nights by power truck late. | 13 |
| Jeff moved 39 quires on 2847 nights by 5610 power trucks late. | 12 |

| | |
|---|----|
| The fuzzy brown dogs quickly jumped together all over Rex. | 12 |
| The 39 fuzzy brown dogs quickly jumped 2847 times over Rex. | 12 |

:

1 2 3 4 5 6 7 8 9 10 11 12 13

B. SPANISH SENTENCES, WITH AND WITHOUT NUMBERS

| | |
|---|----|
| He escrito las cartas; y ya he comprado plumas para mis lecciones. | 13 |
| He escrito 3928 cartas; he comprado 4756 plumas para mis lecciones. | 13 |

| | |
|--|----|
| Estudio las lecciones todos los días y escribo los papeles con plumas. | 14 |
| Estudio 39 lecciones 28 días y escribo 47 papeles con las 5610 plumas. | 14 |

:

1 2 3 4 5 6 7 8 9 10 11 12 13 14

C. REVERSED SENTENCE, WITH AND WITHOUT NUMBERS

| | |
|--|----|
| .srepap deriuer eht etirw ot slicnep dna sdrac dna skoob dah ew | 13 |
| .srepap 65 eht etirw ot slicnep 74 dna sdrac 82 ,skoob 93 dah ew | 13 |

D. ALPHABETIC PARAGRAPHS, WITH AND WITHOUT NUMBERS

| | |
|--|----------------------------------|
| There were men engaged in business, also, who would not use the typewriter because they believed that the letters that were written on it appeared exceedingly cold and impersonal. They were quite certain that, if they used the machine, they would lose most of their friends and jeopardize their business. There was no standard keyboard in the early days. | 14 29 43 57 70 71 |
|--|----------------------------------|

| | |
|---|----------------------------------|
| There were 39 men engaged in 28 businesses, also, who would not use the 47 typewriters because they believed that the letters that were written on them appeared exceedingly cold and impersonal. They were quite certain that, if they used 56 machines, they would lose most, or 10, of their friends and jeopardize their 28 businesses. There was no standard keyboard in the early days. | 14 29 43 57 70 77 |
|---|----------------------------------|

:

1 2 3 4 5 6 7 8 9 10 11 12 13 14

READY-TO-USE TEST

Test 8 on Elementary Bookkeeping Theory

HARRY HUFFMAN, Virginia Polytechnic Institute

THIS TEST, the eighth in our special new bookkeeping series, covers the preparation of the payroll, bookkeeping entries for the payroll, taxes, and payroll deductions. It may be administered near the end of April to any bookkeeping class, and is independent of any textbook. The correct answer to each question is in *italics*.

SECTION 1

Read each statement, then circle the word *True* or *False*.

1. We multiply the number of hours worked by the hourly wage to obtain the regular wage. *True* *False*
2. We may obtain the current rate of old-age benefits tax deduction from the nearest office of the United States Social Security Board. *True* *False*
3. The employer pays a higher O.A.B. tax rate than the employee. *True* *False*
4. The payroll register contains information concerning the gross pay. *True* *False*
5. The payroll register does not contain information concerning the overtime earnings of an employee. *True* *False*
6. The employer requires every employee to file an Employee's Withholding Exemption Certificate, Form W-4. *True* *False*
7. The bookkeeper maintains an individual earnings record only for regular employees. *True* *False*
8. The individual earnings record for the employee contains the same information for each payroll period as does the payroll register. *True* *False*
9. The employee's individual earnings record contains complete information from the beginning of his employment with the firm. *True* *False*
10. When we draw up the payroll, we debit salary expense. *True* *False*
11. When we draw up the payroll, we credit each of the following accounts: employee income tax payable, O.A.B. tax payable, and cash. *True* *False*
12. We record the employer's liability to O.A.B. tax in the general journal. *True* *False*
13. We debit O.A.B. tax and credit O.A.B. tax payable to record the employer's liability to O.A.B. tax. *True* *False*
14. When we pay the United States Treasury for amounts withheld from employees' wages, we make an entry in the general journal. *True* *False*
15. When we record the employer's payment to the United States Treasury, we debit employee income tax payable and O.A.B. tax payable. *True* *False*
16. We credit cash when we draw the check covering employer's payment for withholding and O.A.B. taxes. *True* *False*
17. The employer and the employee may decide how much O.A.B. tax may be deducted from the employee's salary. *True* *False*

IF YOU HAVE a successful test you are willing to share, send it to us, and we will send you \$10 if it is accepted for publication. It must be on one topic, be usable with any textbook, and permission to duplicate must be given. Be sure to enclose the correct answers.

18. An employee must obtain a new Social Security card each time he changes his position. *True* *False*
19. We credit cash for the gross pay of the total earnings of all employees. *True* *False*
20. When we make a deduction from our employees' salaries for insurance, we credit employee group insurance payable. *True* *False*

SECTION 2

Study each statement and select the lettered phrase that the statement best explains.

- (A) Employee. (B) Employer. (C) Employee's earnings record. (D) Employee group insurance payable. (E) Employee income tax payable. (F) Old-age benefits (G) O.A.B. taxes. (H) O.A.B. taxes payable. (I) Payroll register. (J) Salary expense. (K) Social Security card.
21. A book that shows the names of all employees and the amounts of their wages and deductions. *I*
 22. A form that shows the wages and deductions of one employee from the time of his beginning employment. *C*
 23. An account in which we keep a record of all the amounts of money earned by employees of the business. *J*
 24. An account in which is recorded all money withheld from employees' salaries for income tax deductions. *E*
 25. Insurance for employees that will provide an income when they retire from employment. *F*
 26. Amounts deducted from employees' salaries as a provision for their retirement upon reaching 65. *G*
 27. A form that carries an account number of records maintained by the United States Government concerning an employee's salary and deductions. *K*
 28. An account in which we record amounts deducted for group insurance. *D*
 29. The person who works for a business to earn wages or a salary. *A*
 30. The person who employs people to work for a business. *B*

SECTION 3

Show the titles of the accounts debited and credited by writing their letters in the appropriate columns below. Use only the spaces you need and show just the debits and credits that you need to record the transactions.

- (A) Cash. (B) Employee withholding tax payable.
(C) O.A.B. taxes. (D) O.A.B. taxes payable.
(E) Salary expense.

DEBIT CREDIT

- | | | |
|--|--------------------------|----------|
| 31-34. Paid the monthly salaries that include deductions for O.A.B. tax and withholding income tax. | 31-32. <i>E</i> <i>A</i> | <i>B</i> |
| 35-36. Made record of the employer's tax liability. | 33. <i>C</i> | <i>D</i> |
| 37-39. Paid amount due for employees' withholding and O.A.B. taxes. | 34. <i>B</i> | <i>A</i> |
| | 35-36. <i>B</i> | <i>D</i> |
| | 37-38. <i>A</i> | |
| | 39. <i>D</i> | |

SECTION 4

Indicate by a cross (x) whether the following accounts will have debit or credit balances on the trial balance.

DEBIT CREDIT

- | | |
|--|---|
| 40. Employee withholding taxes payable. | x |
| 41. O.A.B. taxes. | x |
| 42. O.A.B. taxes payable. | x |
| 43. Salary expense. | x |
| 44. Employee group insurance payable. | x |

SECTION 5

Indicate by the appropriate letter whether the following accounts are: (A) Assets. (B) Liabilities. (P) Proprietorship. (C) Cost. (I) Income. (E) Expense.

- | | |
|--|----------|
| 45. Employee withholding taxes payable. | <i>L</i> |
| 46. O.A.B. taxes. | <i>E</i> |
| 47. O.A.B. taxes payable. | <i>L</i> |
| 48. Salary expense. | <i>E</i> |
| 49. Employee group insurance payable. | <i>L</i> |
| 50. Notes receivable. | <i>A</i> |

SPECIAL SECTION

Summer School Directory

IF YOU INTEND to be among the thousands of business teachers who will go to summer school this year, there's no need to start packing just yet, but it is time to begin making your arrangements. For the convenience of those who have not settled on a school by April, BEW presents each year a survey of summer school offerings. The number of schools responding is higher this year than ever before (190, as compared with the previous high of 150 last year); however, the number of schools with strictly undergraduate offerings is higher in proportion.

Of the 190 schools listed here, 92 have master's programs, and 26 have doctor's programs. Eighty-one of the schools have undergraduate courses only. [Three of these—Alabama Polytechnic Institute, San Diego (California) State College, and Winthrop College (Rock Hill, South Carolina)—have master's programs, but no graduate courses in the business education field this summer.] Graduate courses are offered by 20 undergraduate institutions.

Methods Courses Come First

Methods courses still predominate, but not quite so strongly as in previous years—with the exception of shorthand methods courses, which are holding their own, and basic business methods courses, which are gaining in number (apparently reflecting the cur-

rent emphasis on better liaison between business and the classroom).

Here's the breakdown on the methods courses:

| | |
|--|----|
| Methods in Typewriting | 27 |
| Methods in Bookkeeping | 25 |
| Methods in Skill Subjects | 19 |
| Methods in Shorthand | 25 |
| Methods in Basic (General) Business | 26 |
| Methods in Office (Sec'l) Practice | 13 |
| Methods in all subjects | 15 |
| Methods in Office Machines | 13 |
| Methods in Distributive Education | 15 |
| Methods in Consumer Education | 9 |

Other Courses

The trend away from methods courses is emphasized by the fact that more than half (98) of the responding schools will offer other types of courses this summer. These range from courses in Business Curriculum, Administration and Supervision, Guidance, Work Experience (earn-learn), Principles and/or Problems of Business Education, and Tests and Measurements, to courses that are harder to classify—such as general research, thesis research, contemporary literature, workshops, problems, clinics, etc. (all of which are indicated simply as + in the listing).

Eighteen schools have special conferences coming up this summer. Teachers are invited to attend these without charge. They are worth investigating.

In the columns beginning on the next page are given (1) the name

and address of each school; (2) inclusive dates of the terms (short sessions generally indicate special workshops or clinics, rather than complete courses); (3) names of personnel to contact (if two names are given, the first is in charge of matriculation, the second heads the business education program; if only one is given, it is the latter); and (4) the key letters and numbers that indicate the school offerings:

| | |
|--------------|--|
| M | Master's degree program |
| D | Doctor's degree program |
| U | Undergraduate courses only |
| C | Conference to be held |
| 1 | Typewriting, Methods in |
| 2 | Bookkeeping, Methods in |
| 3 | Skill Subjects, Methods in |
| 4 | Shorthand, Methods in |
| 5 | Basic (General) Business, Methods in |
| 6 | Office (Sec'l) Practice, Methods in |
| 7 | All Subjects, Methods in |
| 8 | Office Machines, Methods in |
| 9 | Distributive Education, Methods in |
| 10 | Consumer Education, Methods in |
| 11 | Curriculum in Business Education |
| 12 | Administration and/or Supervision |
| 13 | Guidance in Business Education |
| 14 | Work-Experience (earn-learn) Course |
| 15 | Principles and/or Problems of Bus. Ed. |
| 16 | Tests and Measurements |
| + | And other graduate courses |

Schools listed in bold-face type give additional information in their advertisements in adjacent columns. All schools will welcome requests for catalogues and course descriptions.

TURN PAGE FOR LISTINGS →



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San Francisco State College
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Summer School Directory

ALABAMA

ALABAMA POLYTECHNIC INSTITUTE, Auburn. June 13-August 26. Chas. W. Edwards, Registrar; Dr. C. P. Anson. M, U

STATE TEACHERS COLLEGE, Florence. Begins May 31. Dr. Z. S. Dickerson. U

ARIZONA

ARIZONA STATE COLLEGE, Tempe. Three terms: May 31-June 4; June 6-August 13; August 15-September 2. Dr. Roy Rice; Dick Mount. M, 1, 14, 15

UNIVERSITY OF ARIZONA, Tucson. Two terms: June 6-July 9; July 11-August 13. Dr. Herbert J. Langen. 15

ARKANSAS

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Two terms: May 30-July 2; July 5-August 6. Dr. D. D. McBrien, President; Marjorie C. Winslow. U

CALIFORNIA

ARMSTRONG COLLEGE, Berkeley. Two terms: July 5-August 12; July 5-September 22. J. Evan Armstrong. M, 4, +

CHICO STATE COLLEGE, Chico. Two terms: June 13-17; June 20-July 29. Wallin J. Carlson, Registrar; Dr. John G. Smale. M, +

FRESNO STATE COLLEGE, Fresno. Two terms: June 13-July 22; August 22-September 2. Dr. McKee Fisk. M, 4, 9, 14, +

LOS ANGELES STATE COLLEGE, Los Angeles. Two terms: June 20-July 7; July 11-28. Dr. Albert D. Graves; Dr. Jessie C. Gustafson. M, 9, 12

SACRAMENTO STATE COLLEGE, Sacramento. June 20-July 29. Dr. Harold B. Roberts; Dr. William R. Blackler, Dr. Dale P. Wren. M, 14, 15, +

SAN DIEGO STATE COLLEGE, San Diego. June 20-July 29. Mrs. Evangelino O. LeBarron. M, U

SAN FRANCISCO STATE COLLEGE, San Francisco. Three terms: June 20-24; June 27-August 5; August 8-26. Dean Leo Cain; Dr. George W. Madison. M, 1, 3, 5, 6, 9, 15, +

SAN JOSE STATE COLLEGE, San Jose. Two terms: June 7-August 5; August 8-Sep-

tember 2. Joe H. West; Dr. Milburn D. Wright. M, 1, 2, 4, 5, 11, +

UNIVERSITY OF CALIFORNIA, LOS ANGELES. June 20-July 29. Dr. Erwin M. Keithley; Dr. S. J. Wanous. M, D, 5, 6, 9, 12, 15, +

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles. Two terms: June 20-July 30; August 1-27. Dr. Albert C. Fries. M, D, 1, 2, 4, 6, 14, 15, +

COLORADO

COLORADO STATE COLLEGE OF EDUCATION, Greeley. Two terms: June 13-23; June 25-August 19. Dr. K. J. Hansen. M, 1, 2, 4, 5, 6, 9, 10, 11, 12, 14, 15, 16, +

UNIVERSITY OF COLORADO, Boulder. Two terms: June 17-July 22; July 25-August 26. Dean D. J. Duncan; Helen B. Borland. M, 2, 3, 5, 6, 9, 12, 15, +

UNIVERSITY OF DENVER, Denver. June 20-August 19. Dean Cecil Puckett. M, 1, 2, 4, 6, 8, 12, 13, +

WESTERN STATE COLLEGE, Gunnison. Two terms: June 6-18; June 20-August 5. H. J. Dorricott, Registrar; H. E. Binford. M, 2, 3, 15, +

Key to Course Offerings

M Master's degree program
D Doctor's degree program
U Undergraduate courses only
C Conference to be held
1 Typewriting, Methods in
2 Bookkeeping, Methods in
3 Skill Subjects, Methods in
4 Shorthand, Methods in
5 Basic (General) Business, Methods in
6 Office (Secretarial) Practice, Methods in
7 All Subjects, Methods in
8 Office Machines, Methods in
9 Distributive Education, Methods in
10 Consumer Education, Methods in
11 Curriculum in Business Education
12 Administration and/or Supervision
13 Guidance in Business Education
14 Work-Experience (earn-learn) Course
15 Principles and/or Problems of Bus. Ed.
16 Tests and Measurements
+ And other graduate courses

CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. June 27-August 5 or August 19. Dr. William C. Lee; Dr. Lewis D. Boynton. U

UNIVERSITY OF BRIDGEPORT, Bridgeport. Two terms: June 27-July 29; August 1-September 2. Dr. Donald W. Kern; Charles F. Petitjean. M, +

UNIVERSITY OF CONNECTICUT, Storrs. June 27-August 5. A. L. Knoblauch; Dean Malsbury. M, 15, +

DISTRICT OF COLUMBIA

CATHOLIC UNIVERSITY OF AMERICA. June 27-August 6. Dr. Roy J. DeFerrari; Sister M. Alexius. M, 2, 18, 15, 16, +

GEORGE WASHINGTON UNIVERSITY. Four terms: June 13-July 1; June 21-August 15; July 5-August 12; August 15-September 2. Richard N. Owens. +

FLORIDA

FLORIDA A. & M. UNIVERSITY, Tallahassee. June 18-August 13. Grace Curry Black. U

FLORIDA STATE UNIVERSITY, Tallahassee. June 20-July 30 or August 13. C. H. Walker, Registrar; Dr. J. Frank Dame. M, 3, 8, 13, 15, +

STETSON UNIVERSITY, De Land. June 20-August 12. Dean Edward C. Furlong; Maxine L. Patterson. U

UNIVERSITY OF FLORIDA, Gainesville. Lewis Blalock; John H. Moorman. M, D, 8, +

UNIVERSITY OF TAMPA, Tampa. William S. Weldon, Registrar; Harold Heiser. U

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Dr. T. E. Smith, Registrar; Dr. Donald C. Fuller. U

UNIVERSITY OF GEORGIA, ATLANTA DIVISION. June 13-August 19. Lloyd Baughman. U

IDABO

IDABO STATE COLLEGE, Pocatello. June 6-July 29. Mrs. A. C. Nunn, Registrar; Dr. Phillips. U

(Continued on next page)

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UNIT COURSES in business education

June 13 to July 8

**one to four weeks
two to eight credits**

1. Methods of Teaching Typewriting (using electric typewriters) June 13-17
 2. Improvement of Instruction in Office Machines Practice June 20-July 1
 3. Methods of Teaching Office Practice June 27-July 1
 4. Methods of Teaching Shorthand and Transcription July 5-8
- (1) Dr. Fred E. Winger
(1&2) Stella Willms (June 20)
(2) Lois Corbeil
(2) Alvihild Martinson
(3) Dr. James R. Meekan
(4) Mrs. Madeline Strong
Mrs. Brenda F. Wilson

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Montana State University
Missoula, Montana
"where Spring spends the Summer"

SUMMER SCHOOL DIRECTORY

UNIVERSITY OF IDAHO, Moscow. June 13-August 6. Dean J. F. Weltzin; Dr. Bruce L. Blackstone. M, 1, 2, 5, +

ILLINOIS

DE PAUL UNIVERSITY, Chicago. Two terms: June 27-August 3 (day); June 13-August 3 (evening). Loretto Hoyt. M, 1, 15

GREENVILLE COLLEGE, Greenville. Two terms: June 1-July 18; July 14-August 12. Dean George T. Tade; Watson Tidball. U

ILLINOIS STATE NORMAL UNIVERSITY, Normal. Two terms: June 20-August 12; August 15-September 2. Mrs. Elsie Brennenman; Dr. Lewis R. Toll. M, 10, 15

LAKE FOREST COLLEGE, Lake Forest. June 27-August 19. Bertha Reynolds. U

MILLIKIN UNIVERSITY, Decatur. June 13-August 5. William E. Fisher; Margaret Sparks. +

NORTHERN ILLINOIS STATE TEACHERS COLLEGE, DeKalb. June 20-August 12. Eugenie Donnelly; Dr. Robert Thistlethwaite. M, 2, 4, 8, 15

NORTHWESTERN UNIVERSITY, Evanston. Dean William C. Bradford; Dr. Russell N. Cansler. M, D, C, 3, 5, 6, 9, 10, 14, 15, +

WESTERN ILLINOIS STATE COLLEGE, Macomb. Two terms: June 6-July 15; July 18-August 19. Dr. Clyde Beighey. M, 3, +

WHEATON COLLEGE, Wheaton. Three terms: June 7-17; June 18-July 18; July 16-August 12. Dr. A. S. Nichols; Dr. S. R. Kamm. U

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Four terms: May 23-June 3; June 13-July 15; July 18-August 20; August 22-September 1. Dr. Leo Hauptman, Registrar; Dr. Robert P. Bell. M, D, C, 2, 3, 5, 15, +

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 13-July 15; July 18-August 19. Harry Elder, Registrar; Dr. Paul F. Muse. M, 1, 8, 11, 14, +

INDIANA UNIVERSITY, Bloomington. Three terms: May 31-June 15; June 15-August 12; August 11-27. Dr. Elvin S. Eyster. M, D, C, 1, 2, 4, 15, +

VALPARAISO UNIVERSITY, Valparaiso. June 18-August 5. Paul Seehausen; E. E. Goehring. U

IOWA

AMERICAN INSTITUTE OF BUSINESS, Des Moines. June 8-August 12 or August 26. E. O. Fenton, President. +

DRAKE UNIVERSITY, Des Moines. Two terms: June 14-July 25; July 26-August 27. Eli Zubay, Assistant Registrar; Dr. Frances E. Merrill. 15, +

IOWA STATE TEACHERS COLLEGE, Cedar Falls. Three terms: June 8-17; June 13-August 5; August 8-19. Dr. Lloyd V. Douglas. M, 2, 4, 14, +

STATE UNIVERSITY OF IOWA, Iowa City. June 15-August 10. Dean Elmer T. Peterson; Dr. William J. Masson. M, D, C, 2, 7, +

KANSAS

BETHEL COLLEGE, North Newton. Two terms: May 31-July 1; July 5-August 5. Eldon W. Gruber; Bernard B. Bargen. U

FORT HAYS KANSAS STATE COLLEGE, Hays. May 31-July 20. Standee V. Dalton; Dr. L. W. Thompson. M, 10, 15

KANSAS STATE COLLEGE, Manhattan. June 8-August 5. Jack Keir. M, +

KANSAS STATE TEACHERS COLLEGE OF EMPORIA, Emporia. Two terms: June 1-July 9; July 11-August 20. E. C. McGill. M, 1, 2, 3, 4, 5, 9, 11, 12, 14, +

MARYMOUNT COLLEGE, Salina. Sister Marie Antoinette; Sister Joseph Marie. U

MUNICIPAL UNIVERSITY OF WICHITA, Wichita. Two terms: May 31-July 29; August 1-19. Dr. Hugo Wall; Dean Jackson Powell. U

SAINT MARY COLLEGE, Xavier. Two terms: June 8-22; June 22-August 5. Sister Mary Louise, Dean; Sister Mary Florentia. U

KENTUCKY

BEREA COLLEGE, Berea. July 4-August 17. Dean Louis Smith; W. E. Newbold. U

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. June 8-August 13. J. M. Hill, Pres.; W. L. Matthews. U

EASTERN KENTUCKY STATE COLLEGE, Richmond. June 8-August 3. Dean W. J. Moore. M, 2, 4

KENTUCKY WESLEYAN COLLEGE, Owensboro. June 13-August 6. Dr. H. Owen Long, Registrar; C. M. Buck. U

MORPHHEAD STATE COLLEGE, Morehead. June 13-August 5. Linus A. Fair, Registrar; Ross C. Anderson. +

UNION COLLEGE, Barbourville. June 6-August 5; August 8-19. Milton Townsend; Rena Milliken. U

UNIVERSITY OF KENTUCKY, Lexington. June 14-August 5. Dr. Robert Mills, Registrar; Dr. Vernon A. Musselman. M, D, C, 3, 5, 12, 15, +

LOUISIANA

LOYOLA UNIVERSITY, New Orleans. June 13-July 30. Virginia A. Ryan, Registrar; Henry J. Engler, Jr. U

MAINE

AUBURN MAINE SCHOOL OF COMMERCE, Auburn. June 20-July 29. Mrs. Agnes C. Seavey, Principal. U

BLISS COLLEGE, Lewiston. July 5-August 12. Mrs. Marjorie L. Haynes, Principal. 7, +

UNIVERSITY OF MAINE, Orono. July 5-August 12. Dean Mark R. Shibles; Dr. Harm Harms. M, C, 3, +

MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 27-August 5. G. Watson Algire; Arthur S. Patrick. M, 5, 15

MASSACHUSETTS

BOSTON UNIVERSITY, Boston. Two terms: May 31-July 9; July 11-August 20. Robert W. Sherburne, Director; Lester I. Sluder. M, D, C, 1, 2, 4, 5, 8, 11, 16

MICHIGAN

CLEARY COLLEGE, Ypsilanti. Mrs. Harold Beadle, Registrar; Walter Greig. U
MARYGROVE COLLEGE, Detroit. June 6-July 15. Sister Miriam Fidelis, Registrar. U

MICHIGAN STATE COLLEGE, East Lansing. June 21-July 29 or August 10. Dean Thomas J. Hamilton; Lyle Maxwell. 2, 3, 7

NORTHERN MICHIGAN COLLEGE, Marquette. June 20-July 29. L. O. Gant, Registrar; W. D. Nelsen. U

UNIVERSITY OF MICHIGAN, Ann Arbor. Two terms: June 20-July 31; August 1-15 or 26. Dr. J. M. Trytten; Frank Lanham. M, D, C, 5, 8, 9, 14, 15, +

WESTERN MICHIGAN COLLEGE, Kalamazoo. June 20-July 29. Dean John C. Hoekje; Lester Lindquist. M, 15

MINNESOTA

GUSTAVUS ADOLPHUS COLLEGE, St. Peter. June 13-July 22. Albert G. Swanson. U

ST. CLOUD STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 13-July 15; July 18-August 19. Mary Lilleskov, Registrar; Clair E. Daggett. M, 7, 10

STATE TEACHERS COLLEGE, Mankato. Two terms: June 16-July 15; July 18-August 20. W. Albert Cox, Registrar; Duane McCracken or Hazel A. Flood. M, 1, 4, 7, 9, 10

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 13-July 16; July 18-August 20. Dr. Raymond G. Price; Warren G. Meyer. M, D, 5, 10, 11, 14, 15, +

MISSISSIPPI

UNIVERSITY OF MISSISSIPPI, Oxford. Two terms: June 1-July 8; July 9-August 14. Dr. A. J. Lawrence. M, 1, 4, 5, 8, 11, 12, 15, +

MISSOURI

CENTRAL COLLEGE, Fayette. June 6-August 5. E. E. Rich; Dr. Marie C. Vilhauer. U

LINCOLN UNIVERSITY, Jefferson City. June 4-July 29. Dr. U. S. Maxwell; J. T. Johnson. C, +

NORTHEAST MISSOURI STATE TEACHERS

Key to Course Offerings

- M Master's degree program
- D Doctor's degree program
- U Undergraduate courses only
- C Conference to be held
- I Typewriting, Methods in
- 2 Bookkeeping, Methods in
- 3 Skill Subjects, Methods in
- 4 Shorthand, Methods in
- 5 Basic (General) Business, Methods in
- 6 Office (Secretarial) Practice, Methods in
- 7 All Subjects, Methods in
- 8 Office Machines, Methods in
- 9 Distributive Education, Methods in
- 10 Consumer Education, Methods in
- 11 Curriculum in Business Education
- 12 Administration and/or Supervision
- 13 Guidance in Business Education
- 14 Work-Experience (earn-learn) Course
- 15 Principles and/or Problems of Bus. Ed
- 16 Tests and Measurements
- + And other graduate courses

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NEW JERSEY

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR, Upper Montclair. June 28-August 5. Horace J. Sheppard; Dr. M. Herbert Freeman. M, 7

SETON HALL UNIVERSITY, South Orange. Three terms: June 13-July 1; July 5-August 12; July 5-August 5 (graduate). Rev. Clement A. Ockay; Dean Austin S. Murphy. U

NEW MEXICO

EASTERN NEW MEXICO UNIVERSITY, Portales. June 13-August 5. Dr. Martin L. Cole; Dr. Ella Becky Sharp. M, 15, +

NEW MEXICO COLLEGE OR A. & M. A., State College. Three terms: June 14-August 7; June 16-July 23; July 28-September 4. Era Rentfrow, Registrar; G. L. Guthrie. U

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 11-July 15; July 16-August 20. Dean Ray Farmer. M, 1, 3, 4, 12, 13

NEW MEXICO WESTERN COLLEGE, Silver City. Two terms: June 7-July 29; August 1-26. Dean Donald S. Overturf; W. J. Lincoln. 7

NEW YORK

ADELPHI COLLEGE, Garden City. Richard F. Clemo; Dr. Charles Savage. U

COLUMBIA UNIVERSITY (Teachers College), New York. Three terms: May 31-June 23; June 30-August 12; August 15-September 2. Dr. Mary Ellen Oliverio;

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Director, Summer Sessions

University of Pittsburgh
Pittsburgh 13, Pennsylvania

SUMMER SCHOOL DIRECTORY

Dr. Hamden L. Forkner, M. D. C. 1, 2, 4, 5, 6, 7, 11, 12, +

HARTWICK COLLEGE, Oneonta. June 13-September 2. Dean Wallace R. Klinger; George Beech. U

NEW YORK UNIVERSITY (School of Education), New York. Three terms: June 6-July 1; July 5-August 12; August 15-September 9. Dr. Paul S. Lomax. M. D. C. 1, 2, 4, 5, 8, 9, 12, 15, +

ST. BONAVENTURE UNIVERSITY, St. Bonaventure. July 1-August 6. Rev. Kevin Fox; James L. Hayes. U

STATE UNIVERSITY COLLEGE FOR TEACHERS, Albany. July 5-August 12. Dr. Edgar Flinton; Dr. Milton C. Olson. M. D. C. 1, 2, 4, 5, 8, 9, 12, 15, +

UNIVERSITY OF BUFFALO, Buffalo. Two terms: July 5-August 12; August 12-September 16. Dr. Arthur L. Kaiser; Morton Eretell. +

NORTH CAROLINA

APPALACHIAN STATE TEACHERS COLLEGE, Boone. Two terms: June 9-July 15; July 18-August 19. James T. Thompson. U

EAST CAROLINA COLLEGE, Greenville. Two terms: June 6-July 12; July 18-August 19. Dean Loo W. Jenkins; Dr. E. R. Browning. M. D. 4

LENOIR RHYNE COLLEGE, Hickory. Two terms: June 6-July 13; July 14-August 19. G. R. Patterson; G. W. McCreary. U

NORTH CAROLINA COLLEGE AT DURHAM. Two terms: June 7-July 30; August 1-17. Dr. J. H. Taylor; Dr. Stewart B. Fulbright. M. D. 7, 11

WESTERN CAROLINA COLLEGE, Cullowhee. Two terms: June 6-July 15; July 18-August 26. W. E. Bird; Dr. W. A. Ashbrook. U

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 13-August 5. L. G. Pulver. U

STATE TEACHERS COLLEGE, Mayville. June 13-August 5. Dean G. C. Leno; Gena Ostby. U

MINOT STATE TEACHERS COLLEGE, Minot. Two terms: June 8-10; June 13-August 5. Dr. A. M. Rempel; J. B. Busse. U

STATE TEACHERS COLLEGE, Valley City. June 11-August 3. Adolf Soroos, Registrar; Mabel Snoeyenbos. U

UNIVERSITY OF NORTH DAKOTA, Grand Forks. Two terms: June 15-August 6; August 8-19. Mrs. Adeline Olsen. M. D. C. 1, 2, 4, 5, 7, 11, 14, 15, +

OHIO

BALDWIN-WALLACE COLLEGE, Berea. Philip Beyers; Dr. Lloyd O. Wadleigh. U

DEFIANCE COLLEGE, Defiance. Two terms: June 13-July 15; July 18-August 19. Alton R. Kurtz; Max McKittrick. U

FINDLAY COLLEGE, Findlay. June 18-August 12. Bernice Shuder. U

JOHN CARROLL UNIVERSITY, Cleveland. E. R. Mittinger, Registrar; Dean F. W. Graff. U

KENT STATE UNIVERSITY, Kent. Two terms: June 20-July 23; July 25-August

26. Dr. Charles Atkinson; Dr. Elizabeth M. Lewis. M. D. C. 1, 8, 13

MIAMI UNIVERSITY, Oxford. Two terms: June 13-July 22; July 25-August 26. Dr. Edmiston. M

OHIO STATE UNIVERSITY, Columbus. Two terms: June 21-July 22; July 25-August 26. Dr. J. Marshall Hanna. M. D. C. 3, 6, 9, 12, 15, 16

OHIO UNIVERSITY, Athens. Two terms: June 20-August 18; August 15-September 2. Dr. Frank B. Dilley; Dean Clark Myers. +

UNIVERSITY OF CINCINNATI, Cincinnati. Three terms: June 6-17; June 17-July 23; July 23-August 26. Dean Spencer Shank; Dr. Harold Leith. M. D. 16, +

WILMINGTON COLLEGE, Wilmington. Two terms: June 13-July 16; July 18-August 19. Sarah F. Castle, Registrar; Evalyn Hibner. U

YOUNGSTOWN COLLEGE, Youngstown. Two terms: June 13-July 16; July 18-August 20. P. P. Buchanan, Registrar; Dr. George Wilcox. U

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. June 7-August 6. A. G. Hitchcock, Registrar; Dr. Milton Bast. M. 3

NORTHEASTERN STATE COLLEGE, Tahlequah. May 31-July 29. Noble Bryan, Registrar; Russell L. Walker. U

NORTHWESTERN STATE COLLEGE, Alva. Begin June 6. Dean Leslie L. Thomason; Wilma Ernst. M. +

OKLAHOMA A & M. COLLEGE, Stillwater. June 6-August 6. Dean J. Andrew Holley; Robert A. Lowry. M. D. C. 1, 2, 3, 4, 5, 9, 11, 14, 15, +

PANHANDLE A & M. COLLEGE, Goodwell. May 28-July 21. Eugene Meyer, Assistant Registrar. U

PHILLIPS UNIVERSITY, Enid. June 6-July 29. M. H. Ziegler, Registrar; Robert Nigh. U

UNIVERSITY OF OKLAHOMA, Norman. June 8-August 8. Dr. Pete K. McCarter, Executive Vice-President; Dr. Gerald A. Porter. M. D. 4, 5, 7, 11, 14, 15, +

OREGON

LEWIS AND CLARK COLLEGE, Portland. Four terms: June 13-July 22 or August 12; July 25-August 12; August 15-28. William H. Norris, Registrar; Philip McAllister. U

OREGON STATE COLLEGE, Corvallis. Two terms: June 20-August 12; August 15-26. Dr. Franklin Zeran; Dr. Ted Yerian. M. D. 1, 5, 7, 15

UNIVERSITY OF OREGON, Eugene. June 20-August 12. Dr. Paul B. Jacobson; Dr. Jessie May Smith. M. 15

PENNSYLVANIA

BEAVER COLLEGE, Jenkintown. June 20-July 30. Dr. E. B. Townsend. U

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Four terms: June 6-24; June 27-July 15; July 18-August 5; August 8-26. Dr. Harvey A. Andrus, President; Dr. Thomas B. Martin. U

BUCKNELL UNIVERSITY, Lewisburg. June 27-August 20. Dr. Walter H. Sauvain. 15
GENEVA COLLEGE, Beaver Falls. Two terms: June 13-August 12; August 15-September 1. Mrs. Lucille Henery, Registrar; Dr. Edwin C. Clarke. U
GROVE CITY COLLEGE, Grove City. Dr. H. O. White, Registrar. U

PENNSYLVANIA STATE UNIVERSITY, State College. Three terms: June 13-July 1; July 5-August 13; August 15-September 2. M. R. Trabue; James J. Gemmell. M, D, 1, 2, 3, 15, +

STATE TEACHERS COLLEGE, Shippensburg. Three terms: June 8-24; June 27-August 5; August 8-26. Dean Ralph Heiges; Dr. Etta C. Skene. U

TEMPLE UNIVERSITY, Philadelphia. June 27-August 5. Dr. William M. Polishook. M, D, +

UNIVERSITY OF PITTSBURGH, Pittsburgh. Three terms: June 20-July 1; July 5-August 12; August 15-26. Viers W. Adams; Dr. D. D. Lesenberry. M, D, C, 1, 10, 11, 15, 16, +

WESTMINSTER COLLEGE, New Wilmington. Two terms: June 13-July 22; July 25-August 12. Dr. L. H. Wagener. M, 12, 13, +

SOUTH CAROLINA

UNIVERSITY OF SOUTH CAROLINA, Columbia. June 10-August 13. Miriam Holland; F. DeVere Smith. U

WINTHROP COLLEGE, Rock Hill. Two terms: June 8-July 19; July 20-August 9. Dean S. J. McCoy; Dr. Harold B. Gilbreath. M, U

SOUTH DAKOTA

BLACK HILLS TEACHERS COLLEGE, Spearfish. Three terms: May 31-July 1; July 5-August 5; August 9-19. Russell E. Jonas; Frank Mattern. U

GENERAL BEADLE STATE COLLEGE, Madison. Two terms: June 6-July 9; July 11-August 13. Dean P. E. Tyrrell; Violet Witt. U

SOUTH DAKOTA STATE COLLEGE, College Station. June 6-July 30. Dr. J. Howard Kramer; Ruth Dickinson. U

SOUTHERN STATE TEACHERS COLLEGE,

Key to Course Offerings

| | |
|----|---|
| M | Master's degree program |
| D | Doctor's degree program |
| U | Undergraduate courses only |
| C | Conference to be held |
| I | Typewriting, Methods in |
| 2 | Bookkeeping, Methods in |
| 3 | Skill Subjects, Methods in |
| 4 | Shorthand, Methods in |
| 5 | Basic (General) Business, Methods in |
| 6 | Office (Secretarial) Practice, Methods in |
| 7 | All Subjects, Methods in |
| 8 | Office Machines, Methods in |
| 9 | Distributive Education, Methods in |
| 10 | Consumer Education, Methods in |
| 11 | Curriculum in Business Education |
| 12 | Administration and/or Supervision |
| 13 | Guidance in Business Education |
| 14 | Work-Experience (earn-learn) Course |
| 15 | Principles and/or Problems of Bus. Ed |
| 16 | Tests and Measurements |
| + | And other graduate courses |

Springfield. Two terms: May 31-July 1; July 5-August 5. Milton Burgi, Registrar; Arthur Ischetter. U

UNIVERSITY OF SOUTH DAKOTA, Vermillion. June 13-August 12. H. W. Frankenfeld, Registrar; Hulda Vaaler. M, 15, +

TENNESSEE

EAST TENNESSEE STATE COLLEGE, Johnson City. Dean P. W. Alexander; O. R. Sutton. U

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. June 10-August 15. Dr. William H. Vaughan, Registrar; Dr. Theodore Woodward. M, D, 1, 2, 4, 5, 11, 16, +

STEED COLLEGE OF TECHNOLOGY, Johnson City. June 6-August 12. Mrs. Wilda F. Walker, Registrar; R. E. Steed. U

UNIVERSITY OF CHATTANOOGA, Chattanooga. Two terms: June 6-July 13; July 13-August 19. Dean Maxwell A. Smith; Dr. William Wesson. +

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 13-July 16; July 18-August 19. Dr. George A. Wagoner. M, 4, 5, 8, 15, 16, +

TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 6-July 16; July 18-August 27. John W. Windell, Registrar; Elton D. Johnson. M, 7, 15

OUR LADY OF THE LAKE COLLEGE, San Antonio. June 6-August 26. Sister Theresa Joseph; Sister Bernadette Marie. U

NORTH TEXAS STATE COLLEGE, Denton. Two terms: June 3-July 13; July 15-August 24. Dean O. J. Curry; Dr. Vernon V. Payne. M, D, 2, 6, 16, +

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 6-July 15; July 18-August 25. Dr. Alvin Musgrave. M, 7, 15, +

STEPHEN F. AUSTIN STATE COLLEGE, Nacogdoches. Two terms: June 1-July 12; July 12-August 22. S. W. McKewen, Registrar; F. J. Lauderdale. 13, 16, +

TARLETON STATE COLLEGE, Stephenville. June 6-August 26. Dean J. E. Tompkins; Z. C. Edgar. U

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 6-July 16; July 18-August 25. Dr. Donald J. Tate. M, 12, 15, +

UNIVERSITY OF HOUSTON, Houston. Two terms: June 6-July 15; July 18-August 26. Dr. Carlos K. Hayden. M, D, C, 3, 6, 11, +

UNIVERSITY OF TEXAS, Austin. Two terms: June 7-July 18; July 19-August 27. W. B. Shipp, Registrar; Dr. Fahorn Etier. M, D, 3, 6, 12, 15, +

UTAH

BRIGHAM YOUNG UNIVERSITY, Provo. Two terms: June 13-July 15; July 18-August 19. Evan M. Croft. M, 12, +

UNIVERSITY OF UTAH, Salt Lake City. Two terms: June 13-July 19; July 20-August 26. Joseph Norton, Registrar; Opal Christensen. M, +

UTAH STATE AGRICULTURAL COLLEGE, Logan. Two terms: June 13-July 22; July 26-August 26. W. H. Bell, Registrar; Ina Doty. U

VIRGINIA

LONGWOOD COLLEGE, Farmville. June 20-August 12. Mrs. Mary Watkins; Dr. M. L. Landrum. M, 12, 15

RICHMOND PROFESSIONAL INSTITUTE, COLLEGE OF WILLIAM AND MARY, Richmond. June 21-August 19. H. T. Westover; Dr. Kenneth Zimmer. U

VIRGINIA POLYTECHNIC INSTITUTE, Blacksburg. Three terms: June 14-July 26; June 14-June 25; July 26-August 13. Dr. Louis A. Pardue; Dr. Harry Huffman. M, 2, 6, 12, +

UNIVERSITY OF VIRGINIA, Charlottesville. Three terms: June 15-July 1; June 20-August 13; July 5-August 13. Lindley J. Stiles. 13, +

WASHINGTON

CENTRAL WASHINGTON COLLEGE OF EDUCATION, Ellensburg. June 13-August 12. Perry Mitchell, Registrar; Dr. Harold Williams. M, +

SEATTLE UNIVERSITY, Seattle. Three terms: June 21-July 15; June 21-August 19; July 18-August 21. Herbert D. Reas. M, 1, 4, 15

STATE COLLEGE OF WASHINGTON, Pullman. June 20-August 12. Zeno B. Katterle; Anne Corcoran. M, 3

WEST VIRGINIA

CONCORD COLLEGE, Athens. Two terms: June 6-July 15; July 18-August 26. S. L. McGraw, Registrar; Dr. Cloyd P. Armbrister. U

MARSHALL COLLEGE, Huntington. June 6-August 26. L. E. Bledsoe; Dr. D. Banks Wilburn. M, 5, 8, +

MORRIS HARVEY COLLEGE, Charleston. Two terms: June 6-July 15; July 18-August 26. Dean E. W. Ockerman; W. W. Reynolds. U

SALEM COLLEGE, Salem. Two terms: June 6-July 15; July 18-August 26. Alta L. Van Horn; Arlen Swiger. U

SHEPHERD COLLEGE, Shepherdstown. June 13-August 27. Joe C. Humphrey; Charles F. Printz. U

WEST LIBERTY STATE COLLEGE, West Liberty. June 13-August 27. Dr. Jesse Pugh, Registrar; O. Lee Faulkner. C, U

WEST VIRGINIA STATE COLLEGE, Institute. June 15-August 16. Dean Harrison H. Ferrall; Dr. Richard H. Homburger. U

WISCONSIN

MARQUETTE UNIVERSITY, Milwaukee. Two terms: June 6-July 27; June 20-July 29. Fr. Eugene Kessler; Fr. Thomas Divine. +

MOUNT MARY COLLEGE, Milwaukee. June 28-August 5. Sister Mary Norman, Registrar; Sister M. John Frances, President. U

UNIVERSITY OF WISCONSIN, Madison. June 24-August 19. Dr. R. J. Hosler. M, C, 3, 15, +

CANADA

SUMMER SCHOOL OF EDUCATION, DEPARTMENT OF EDUCATION, Victoria. B. C. July 6-August 9. Dr. F. H. Johnson. U

UNIVERSITY OF SASKATCHEWAN, Saskatoon, Saskatchewan. Dr. H. H. Forn; G. E. Sessinith. U

Awards Test 4, Series 2 On Mailable Transcripts

FLORENCE E. ULRICH, Director, Gregg Awards Services

ON THIS LAST of this semester's Mailable Transcript tests, Certificate IV and/or the Senior OBE pin can be earned. All three letters are to be typed accurately at the rate of 25 or more words a minute (with a carbon copy of each).

This final test cannot be used as dictation for Transcription Awards I, II, and/or III; but qualifying for Award IV also automatically entitles candidates to Awards I, II, and III (when not already won), if they submit the usual fee of fifteen cents for each of these certificates with their applications.

Do let me hear how you liked these tests this year. What suggestions do you have to increase their effectiveness in your classes? Do the students enjoy taking them? Have you encountered any difficulty in having them transcribed? Your comments will be a great help to us in preparing the new series of tests for the 1955-56 term.

We appreciate the fine work you and your students are doing on these tests.

The Final Test

This month's correspondence is between:

Mrs. Tom Peters
Hungry Harbor Road
Peoria, Illinois

and

Mr. John Burns, Secretary
Music Appreciation Record Club
3015 Euclid Avenue
Cleveland, Ohio

Letter No. 1

(Counted in quarter minutes at 100 wpm)

Dear Mrs. Peters: Will you accept, without charge, Beethoven's Emperor Concerto in a fine new recording? We are making this unusual / free offer to demonstrate how easy it is to learn to enjoy good music.

On one side of the record is a superb performance / of a great musical masterpiece, featuring an orchestra and soloist of recognized merit. On the other side is an / interesting and illuminating analysis of the music, with the various themes played separately with explanatory comment. /

To receive the Beethoven Concerto free, all you need do is to sign and return the enclosed postage-free Reservation Card. Very / cordially yours, (1'17"-128 Standard Words)

Letter No. 2

(Counted in quarter minutes at 100 wpm)

Dear Mr. Burns: Please send me the free Beethoven record that you offered and tell me more about the course in music appreciation.

I / have loved music all my life and have often wished that I could appreciate more fully the work of the great composers and musicians. I / do not play a musical instrument, so I hope that the commentary is not too technical for me to understand.

I am eagerly / awaiting the free record. yours, (53"-89 Standard Words)

Letter No. 3

(Counted in quarter minutes at 100 wpm)

Dear Mrs. Peters: The Beethoven Concerto is on the way to you, and enclosed with it is an illustrated four-page booklet describing / the life and works of the composer.

If you like the record and want to enroll in our Club, fill in, sign, and return the enclosed enrollment / blank.

There are only a few Charter Memberships left. These carry a special discount on all the records you buy, so don't delay sending / your application back to us. Cordially, (50"-83 Standard Words)

Competent Typing Test Leaflets Still Available

While they are still in stock, you can obtain a supply of last year's Competent Typist Test leaflets at one dollar a hundred. Only the September and October, 1953, and the January through June issues of 1954 are available at this reduced price.

Please state clearly in your letter of request how many copies of each test you require. The tests are sold only in units of one hundred or more. Be sure to send in your order before our supply runs out. Your remittance must accompany each order. We are sorry, but we cannot bill you at this special price.

Supervising Business and Distributive Education

(Continued from page 12)

by the supervisors of distributive and private business school education.

One of our most unique supervisory devices is called the loan-packet service. We now have a total of 85 loan packets under fifteen different topics. Last year 929 requests were received for the loan of business education packets, of which we were able to fill but 748. The practice is to send the requested packet postpaid to the teacher on a one-week loan basis. At the end of the week, she returns the packet to the Bureau postpaid. Its contents are checked by our staff, and the packet is then mailed to another teacher interested in that subject.

The packets contain many kinds of materials and information centered around a particular subject. They are prepared to enable classroom teachers to familiarize themselves with available information, instructional aids, and materials that they may obtain by contacting the suggested sources. Here are the names of a few of the packets:

Guidance, Placement, and Follow-up of Business Students

Visual Aids for Business and Distributive Education

Materials for Use in Connection with the New Bookkeeping Syllabus

Introduction to Business—Aids and Special Helps

Motive-Incentive Plans for Business-Education Subjects

Each summer the contents of all these packets are reviewed and brought up to date. This type of supervisory service continues to be popular, and apparently is serving very well the needs of many business teachers.

Without question, an important supervisory service is the Bureau's series of bulletins. These bulletins are prepared from time to time on currently important topics for the assistance of school administrators, department chairmen, and particularly classroom teachers. Some, obviously, are of the administrative type. Many more, however, relate to classroom practices and methods. The number of bulletins prepared and distributed over the years now totals 120.

It is unfortunate that because of costs and stock limitations, we are unable to send copies of our bulletins

and other materials to teachers in other states. The titles of some of the more recent bulletins may be significant:

No. 55-C—Some Suggestions for Advanced Tabulation and the Typing of Statistical Data

No. 64—Suggestions for Improving the Teaching of Case Problems in Business Law

No. 84—Teaching Procedures for Salesmanship Courses

No. 80—What Do You Know About Life Insurance? (a short course for adults)

No. 91—Let's Own Our Own Home (another short adult education course)

No. 113—The First-Year Bookkeeping Course—Its Scope and Content

No. 114—Business and Distributive Education Clubs

Another supervisory service concerns the preparation and grading of Regents' examinations in business subjects. One of our supervisors, Hobart H. Conover, will describe in detail in a later article how these State examinations are prepared and graded so that teachers who are not familiar with the New York State Regents' examination system may have fairly clear ideas about them. It is sufficient to say at this point that, last year, Regents' examinations in business subjects were taken by 87,843 pupils, the percentage of written papers assigned passing grades being 82.4.

In our state, teachers depend on State syllabi rather than textbooks for the outlines of the courses they give. The Bureau encourages all schools to supplement their basic business-education program with special courses that local school officers believe satisfactorily serve the needs of pupils in the particular community. The Bureau staff is glad, therefore, to work with teachers and department chairmen in the development of syllabi or outlines for special courses. Last year we reviewed and approved, for Regents' and school credit, 48 special course outlines. Each year the nature of these courses varies, but last year we approved outlines in salesmanship, business management, personal typewriting, Business English, personal-use shorthand, business psychology, and insurance.

We attempt to maintain close contact with current business conditions and practices through advisory councils. There is a State Advisory Council on Office Skills Courses, composed of well-known persons in the office-management field. We also have an Advisory Council on Distributive Edu-



teaching aids

JANE F. WHITE Georgia State College for Women, Milledgeville, Ga.

FOR YOUR BULLETIN BOARD. Bookkeeping, shorthand, and typing poster cartoons have been prepared by the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C. Each set contains 12 cartoons and sells for two dollars. Special discounts are made for orders of two or more sets.

FOR SECRETARIAL CLASSES. "The Analysis of Secretarial Duties Thirty Years Later" is a follow-up to a study made in 1924 by W. W. Charters and I. B. Whitley. The new bulletin gives the significant data of the Charters and Whitley report and compares these facts with two more recent studies in terms of the development that has taken place between 1924 and 1954. Copies may be secured for 50 cents each from Dr. Herbert A. Tonne, New York University, Washington Square, New York 3, New York.

FOR THE ECONOMICS TEACHER. The National City Bank of New York, 55 Wall Street, New York 17, New York, issues a National City Monthly Newsletter on Business and Economic Conditions. Request that your name be placed on their mailing list.

The Joint Council on Economic Education, 444 Madison Avenue, New York 22, New York, is developing a series of teachers' guides on economic phases and the teaching of economic concepts in secondary schools. The first bulletin in this series (*Teachers' Guide to World Trade*) has just been published, and copies at \$1 each may be secured from the National Council for the Social Studies, 1201 16th Street, N. W., Washington, D. C., or from the Joint Council office. Similar bulletins on labor-management relations, money and credit, and family-security education are now in preparation.

FOR THE GOOD-GROOMING UNIT. Bristol-Myers Company, Educational Service Department, 45 Rockefeller Plaza, New York 20, New York, has a new 1954-1955 catalogue of teaching aids. "Free Source Materials on Health and Grooming" gives an unlimited amount of materials available to schools and colleges on health and grooming.

FOR GENERAL EDUCATION PAMPHLETS. The Public Affairs Pamphlets are of general interest to all teachers. Those that may be of special interest to business teachers are *A Businessman Looks at Education* (No. 211); *Your Stake in Social Security* (No. 206); *The Story of Blue Cross* (No. 101); and *The Co-operatives Look Ahead* (No. 32). Each pamphlet is 25 cents. Address your request to Public Affairs Pamphlets, 22 East 38th Street, New York 16, New York.

FOR A TYPWRITING BIBLIOGRAPHY. A new, revised issue of *Typewriting Research Index* (1900-1954) has been published by Harves Rahe, Box 171, Southern Illinois University, Carbondale, Illinois. The revised edition, which sells for \$1, lists approximately 65 more research studies than the 1952 edition—studies that were undertaken or completed during the past two years. All the reports are classified under one or more subject headings. This copy is excellent source material both for those who are engaged in research and those who are teaching courses in methods.

FOR THE ECONOMICS CLASS. The monthly bulletin, "Economic Intelligence," is published by the Economic Research Department, Chamber of Commerce of the United States, Washington 6, D. C. The subscription rate is \$1 a year. The Chamber of Commerce has many useful booklets. You may want to write for a complete listing of all their publications, for reference.



training for retailing

J. K. STONER State Teachers College, Indiana, Pa.

IF YOU, AS A BUSINESS TEACHER, were to decide suddenly to become an *entrepreneur*, you would immediately be faced with a multitude of questions that would have to be answered. Such problems as organization, location, capital, equipment, license, market, labor, and advertising would have to be considered. However, it is not difficult to get started in business—the difficulty actually lies in being able to stay in business and realize a reasonable return from your investment in time and money.

BUSINESSES FAIL FOR MANY REASONS. Dun and Bradstreet shows that slightly more than one half of all the business failures in a recent year were among retailers. The most "apparent" cause was *inadequate sales*. Some other causes were competitive weakness, excessive fixed assets, and inventory difficulties. All these "apparent" reasons resulted from "underlying causes," such as lack of managerial experience, inexperience in the line, and incompetence. Another reliable source reported that one out of every two failures is caused by poor management, resulting in part from lack of records and the inability to utilize existing records effectively.

MANY FACTORS DETERMINE STORE POLICY. For example, a person starting a retail business cannot arbitrarily decide to handle a wide assortment of exclusive evening gowns or a variety of high-powered cabin cruisers without first taking into consideration the following factors: (1) the capital necessary to establish such a business; (2) the characteristics of the population (including age groups, sex, race, etc.) from which the store will attract its customers; (3) the determination of the demand for the kind of merchandise to be carried; (4) the general standard of living and the average consumer income in the community and in the area from which the store will draw its customers; (5) the customs, occupations, and educational levels of the population; and (6) the nature and amount of competition that the new store will have to meet. If the population from which the store will have to draw its customers is predominantly older and of the lower working classes, no business could expect to sell many exclusive evening gowns and expensive cabin cruisers to this type of market.

A simple project will illustrate some important features to be considered in opening a business or a department in a retail store. Have your students list the specific information they would need before deciding to open a business handling the following kinds of merchandise: men's shoes, books, fur coats, cosmetics, pipes and tobacco, and children's toys.

SUPERVISION—A RETAIL MANAGEMENT PROBLEM. One of the functions of personnel management is that of supervision. This is the method employed to check the efficiency of both selling and nonselling employees. Many stores believe that the most effective means of rating salespeople is the *shopping report*. Such ratings may also be accomplished by hiring "shoppers," or by employing the services of an outside agency. These ratings are usually based on certain qualities important to success in a particular position.

DIVIDE YOUR CLASS INTO COMMITTEES and allow them to select one of the following assignments: (1) report on the complete Willmark Service System or any similar national service; (2) survey the larger stores in your community to determine the methods they use in rating their store employees; (3) prepare a rating scale that could be used to evaluate employees in selling positions, or bring to class samples of rating scales or shopping reports used by stores; or (4) arrange for a personnel manager, store supervisor, or shopper to talk to the class on the subject of supervision and employee evaluation.

cation made up of recognized leaders in the retailing and wholesaling areas. These consultants are able to offer valuable advisory service to the staff by keeping them acquainted with and abreast of current office and store practices.

It would be unfortunate indeed if readers of this article received the impression that the Bureau of Business and Distributive Education operates in the New York State Education Department all alone. Actually, it works closely with many other Education Department divisions and bureaus, particularly in the secondary education area.

Every public school teacher in New York State must have a certificate in order to hold her position and for her school system to qualify for state financial assistance. The requirements for the certificates to teach business and distributive-education subjects were established jointly by the staffs of the Bureau of Business and Distributive Education and the Teacher Education and Certification Division through a series of conferences with representatives of teacher-training institutions. Teacher certification requirements are administered by the Teacher Education and Certification Division. However, our Bureau and the staff of that division co-operate closely in order to protect properly the respective interests of the teachers, the schools, and the pupils.

One of our most important kinds of co-operative service requires close work with the staff of the Department's School Building and Grounds Division. All building plans for schools situated in communities having a population of 70,000 or less must be submitted to and approved by the Department's Division of School Building and Grounds. Plans for school buildings in many larger places are submitted for review to that division so that local school officers may feel confident that they are proceeding in the right direction. A few years ago, we co-operated with that division in the development of a brochure that is used as a guide by school officers and architects planning the business department and facilities for central schools. This form of co-operation undoubtedly results in better-planned and better-equipped business education departments and classrooms. It is a type of co-operation that will affect our kind of education at the local level for years to come.

Also, we work closely with the staff of the Department's Bureau of Guidance. Our job is to acquaint the state counselors with the whole area of business education, its aims and objectives, its curriculums, and its standards, as well as the pupil abilities that are necessary for teacher and pupil success in business classes. This information, in turn, is transmitted to local guidance counselors and should result in general improvement in the counseling service in schools.

As mentioned previously, we are not satisfied that our supervisory practices are the best, so we are continually experimenting and trying to make improvements. An indication of our desire to keep up to date is our interest in the business education activities in schools in other states. In recent years, our supervisors have carefully studied the business curriculums, facilities, equipment, and supervisory practices outside of New York by spending two or three days in visiting schools in the following cities:

Springfield, Massachusetts
Hartford, Connecticut
Detroit, Michigan
Cleveland, Ohio
Baltimore, Maryland

Philadelphia, Pennsylvania

It is my personal hope that this series of articles descriptive of the responsibilities and activities of the Bureau of Business and Distributive Education in the New York State Education Department will be of some service to business teachers everywhere. Perhaps the results of the work we are doing are reflected in the expanding extent and scope of the business-education program in New York. It has substance, quality, and depth. It is a complete program in business education that may be offered as a single unit, a series of units, or as elective subjects that serve individual pupil, vocational, and community needs.

We believe our supervisory work has helped improve business education in many ways. We are able to suggest a number of varied but well-integrated business curriculums. Instructors are better prepared than formerly to teach the courses assigned them, and our departments are better planned and equipped. But, most important of all, school administrators now have a good understanding of the objectives and values of strong business and distributive-education programs, and a growing appreciation of their importance.



shorthand corner

JOHN J. GRESS Hunter College, New York, N. Y.

WHAT IS YOUR TEACHING TIME TABLE? Have you asked yourself: Do I know where I'm going, what I hope to accomplish by the end of the current semester? The question is a timely one in a beginning term of Gregg shorthand. Judging from my own experience with beginning groups, I am certain that by now students will have been exposed to plenty of pothooks, curly cues, curved and straight lines, up-and-down strokes, brief forms, phrases, plate upon plate of theory, new lessons, old lessons, shorthand reviews, previews, tests, or whatever you wish to call them.

Moreover, there will be an avalanche of dictation material in the students' notebooks, which will number five or six by the time we get to the end of the text. The end of the book! I often ask myself if I will ever complete every lesson in the new manual of Gregg Shorthand Simplified. Frankly, I don't know, and at this stage of the game I don't care.

WHAT PLANS CAN I MAKE? Well, the text is so prepared that I can cover a lesson a day, perhaps even double up on a lesson here and there when my students happen to be in a real learning mood. Under such a time table, I am certain that I will cover all the theory—the first fifty-four lessons, less every sixth review lesson—if I can be certain that all the theory can be covered by the students with ease. Remember, beginning students are an "unknown quality," even though they may be college people.

I HAVE OBSERVED that many teachers outline practically every minute of their shorthand classes, day by day, and week by week, only to be distraught when they discover that they cannot keep pace with their time table. No two groups of students are alike; and, no matter how many times you may have taught a beginning shorthand class, you should adapt the method and the tempo of your presentations to the situation at hand. It has been my experience to cover all seventy lessons with one group of students, and then to be able barely to cover the theory with another section of beginners.

WHAT, THEN, IS THE ANSWER? I am not sure that there is one that will apply to all situations, to every group of students. On the other hand, you can definitely plan such things as (1) a certain number of minutes for reviewing a previous assignment; (2) another span of time for presenting some part of the new lesson; and (3) a period for reading, writing, dictation, or reading-back exercises. It is thus possible to plan for the full time in a 40-, 50-, or 60-minute class period.

IT IS NOT ALWAYS POSSIBLE for the teacher to know whether or not what he has presented has been understood by his class. Frequently, at the outset of a beginning course in shorthand, I inform my students that they will at some unknown time during the course of the semester "see the light" and begin to understand the full significance of the shorthand system they are learning. Sometimes that day arrives during the early part of the course. Jokingly, however, I remind them that it will happen—even if it is on the last day of the semester. Not until then can I actually claim that I have been able to keep in step with my shorthand program.

PERHAPS THIS WILL HELP YOU UNDERSTAND that it is not an easy task to follow your teaching time table in the shorthand classroom. The successful teaching of elementary shorthand is something more than a mere routine of presenting a given number of lessons. It requires also that you convey to your students an understanding of the new subject, and that you create in them an eagerness to use that new knowledge.

TODAY'S SECRETARY

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dictation transcript

The

Little Chapeau

MARY LOUISE WHEDON

IN THE SPRING even a secretary's fancy turns to thoughts of love. I'm no exception. I admit to a slight flutter toward the end of the week, in anticipation of my date with Bill on Saturday. I dally on⁵ the telephone, as we make the arrangements of time and place, and wish that he could be in town more often. But, when⁹ the receiver clicks at the other end of the line, my thoughts turn to last year's spring wardrobe as it molds in the mothballs.⁴ It takes only a modicum of fashion sense to realize that I haven't a thing to wear!

I made⁵ discovery this year in the hallway of Miss Helen Pearson's boarding house, third floor. Because I had been living⁶ there for three years, I felt pretty much in a rut. The same cracks stared me in the face every morning. The same roommate haunted my footsteps. The same old rags were hanging in my closet.

This year, I determined, will be different!⁷—I'm going to buy a new outfit.

There was never any question about the suit. The first person to see its trim lines and big collar raved. That was not Bill but my old friend Marie, the French countess who rooms on the second floor.¹⁰ I value her opinion because she possesses a gold mine of aging Jacques Fath dresses and a really¹¹ convincing accent.

"Ma cherie," she purred. "All you need now is a little chapeau."

That did it! I found myself asking¹² if she knew of a place where I could buy a simply devastating hat. I explained that my time on a lunch¹³ hour would be limited. We arranged to meet on the corner of Madison Avenue and 59th Street at¹⁴ twelve o'clock the next day.

With Marie as my mentor, I knew that I would have to withdraw most of my shrinking bank¹⁵ balance; but I didn't mind. I had seen a robin outside Miss Pearson's that morning and even some buds on the¹⁶ tree planted in cement blocks by her iron-bound door. I was ready to squander my fortune.

She took me to¹⁷ Alexandre's, a

small establishment staffed by a doorman and a salesgirl, who greeted Marie by name and led us to¹⁸ "Madam." Marie was enchanted.

"For you, Countess," said the little lady to my companion, "we have something¹⁹ magnifique!"

"No, not for me," Marie corrected her, "-for my friend."

"For your friend, too," was the diplomatic reply.

The²⁰ little lady made me comfortable in a Regency chair by a gilt boudoir table and began to bring²¹ out the hats. In this shop, the goods were hidden discreetly in drawers and brought to light one at a time to be²² rejected or admired. The ritual promised to take a long lunch hour, and I looked at my watch anxiously.

The²³ concoction that delighted Marie the most was a bright-red version of Robin Hood's merry cap. I stared unbelievingly²⁴ at its pixie peak and foot-long pheasant feather. I must have been in a trance, because I bought it and ran²⁵ five blocks back to the office.

The night of reckoning arrived—Saturday night, to be exact. Bill was waiting for²⁶ me in the library at Miss Pearson's. He was just back from a sales conference at Detroit. I suppose that he²⁷ was glad to see me, although I couldn't be sure from the sound of his obvious double-take.

"Where did you get that²⁸ hat?"

I tried to explain. Under duress, I even told him that I had paid fifty dollars for it. Nothing more²⁹ need be said except that I almost lost my tall, dark, and handsome friend. And I had an even more difficult time³⁰ ex-

plaining to Madam Alexandre that my enthusiasm for the hat had cooled.

What does one do with a³¹ fifty-dollar refund and no ideas? I reflected gloomily. As a last resort, I appealed to my roommate.³² I thought that I could rely on her good, solid graduate-student taste. That I might emerge from the experience³³ with an English bowler was a calculated risk. Catherine, I knew, worked Saturdays in a medium³⁴-priced dress shop, and I arranged to meet her there.

With the sharp click of the door as I left Miss Pearson's Saturday³⁵ morning, musty odors gave way to a fresh breath of city smog. The threat of rain was hanging heavily in the³⁶ air. I pulled my collar up around my eyes like blinder and avoided Lexington Avenue's windows full of³⁷ Easter chicks and colored eggs. If the prophecy of the sky came true, I might as well invest in a slicker and³⁸ fireman's helmet!

I turned in at the sign of Sally Anne, where Catherine was busy waiting on an elderly³⁹ lady. Free to wander among the counters, I tried on one hat and then another. This spring's buyer, I could see,⁴⁰ had fallen victim to a craze for braided-ribbon hats.

"Hello there," chirped Catherine. "I've just sold a dress to the⁴¹ sweetest old lady. She's a member of the Shakespeare Society."

"Really?" I remarked, pulling the brim of⁴² braided ribbon down to the level of my eyebrows.

"That hat doesn't do much for you," Catherine admitted. She⁴³ disappeared into the back room to unearth a new shipment. They were Lilly Adoré cre-

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ily interchanged. Every student should be familiar with the operation of these two great office typewriters.

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sations trimmed with flowers.⁴⁴ Her considered selection turned out to be a straw bonnet smothered in apple blossoms.

"You look like a bride,"⁴⁵ she breathed, enraptured.

That sold me. I imagined that the hat might have the same effect on Bill.

"How much?" I asked.

"Twenty-five dollars," she replied, "and I can let you have it for fifteen."

I had arranged to meet Bill at the Broadway⁴⁶ Theater for our Saturday-night date. He had just come back from a particularly important sales trip to⁴⁷ Chicago. He was full of the glad tidings of successful business transactions. I thought for a moment that my⁴⁸ new hat had passed the test, though hardly with flying colors.

Then he looked at me quizzically.

"I see," he remarked,⁴⁹ "that you've decided to be an old maid."

It was pretty obvious that he didn't like my Lilly Adoré.⁵⁰ Late that night I laid it to rest on my roommate's dresser, with a note expressing regrets.

Thursday nights are shopping⁵¹ nights in New York City. I took fate into my own hands and visited the nearest department store basement. What⁵² did my wondering eyes behold, but a perfect little chapeau! In the vast forest of straws and silks, it sparkled⁵³ like myriads of sequins—a simple, shapely cloche. I watched the salesgirl ring up \$2.98 with⁵⁴ great satisfaction, and popped it into my shopping bag.

On Easter Sunday, my date (Bill, naturally) had gathered⁵⁵ the girls

around him in Miss Pearson's library. Catherine had engaged him in a lively discussion of⁵⁶ Beowulf. Marie, in her best Jacques Fath number, was employing more feminine means of attraction. I could also⁵⁷ see that Marie was sporting the red Robin Hood cap with the pheasant feather a foot tall, while the Lilly⁵⁸ Adoré apple blossoms looked as though they had grown on Catherine's head. I stifled a chuckle, and made my grand entrance⁵⁹ in the little chapeau.

"How chic!" exclaimed Countess Marie.

"Lovely," said Catherine. "You look like . . ." she paused, thinking.⁶⁰

Bill provided the answer.

"She looks like herself!"

And we two left Miss Pearson's to join the Easter parade. (1239)

The Sato Smile

WILLARD R. BENNETT

I MET SATO⁶¹ about three months after I arrived in Japan. The novelty of my assignment had worn off,¹ and I was suffering from homesickness.

That's how it was with me when I first met Sato and his warm, wide smile. We² became friends in the moment of meeting; and, in the years that have followed, I've come to lean on Sato's kindness and³ good sense. In all the time I've known him, I recall only one occasion when I thought his wisdom and good humor⁴ would have to bow to fate.

I had helped Sato get a job with our Air Force Supply Section in Southern Kyushu,⁴⁵ where, after eighteen months, he was supervisor of his office. As with anything Sato touched, his office ran⁶ as smoothly and happily as a well-oiled machine. He has a gift for getting the best from people.

On the⁷ occasion I mentioned, I had not seen Sato for some time. My work had taken me to another part of Japan.⁸ Soon after my return, though, I called on him at his office.

To my surprise, his smile lacked its usual sincerity.⁹ Indeed, it showed signs, though just faintly, of being forced.

"Sato-san," I addressed him after we had finished¹⁰ our bows, "I thought, of all the men in the world, you were one whom the dragon of trouble never visited. But he¹¹ is in your honorable presence today, is he not?"

"Ah," he sighed, "you have spoken truly. Today and every¹² day, it appears, I shall have to dwell with the accursed dragon of trouble."

"May one inquire as to the nature¹³ of this blow from heaven?"

"One may. But one should first understand that Sato takes no pleasure in inflicting his¹⁴ worries on those he is honored to call 'friend.'" He signaled for tea.

We waited a few seconds in silence while tiny¹⁵ cups without handles were filled. Sato sipped the steaming green beverage and then looked up. "Do you know the one who¹⁶ works here called Taeko?"

"She is the girl who attends to your clerking, I believe. She is quite tiny and—"

"She is¹⁷ dwarfed like the plum tree," he broke in bitterly. I had seldom heard him speak of anyone in that tone, and I strained¹⁸ to imagine what the girl could have done to bring about such wrath.

"She has brought the dragon to you?" I ventured.

"She¹⁹ has helped to bring him," he answered. "My new superior has brought him."

"New?"

"Yes. Several weeks ago I was honored²⁰ to receive a new superior, a Second Lieutenant."

"From the States?"

"Yes, so fresh from the States that he still²¹ carries his camera to and from work."

"You have handled such before, my friend."

"Yes, but this situation is²² different. The small one, Taeko, appears to have found favor in the Lieutenant's eyes."

I was beginning to see²³ where Sato's trouble lay.

"Behold the problem. These past few weeks, the girl's tasks, simple as they are, have been seriously²⁴ neglected. When I tell her to prepare the Breakage report on the typing machine and to have it completed²⁵ by the next day, it is not always done by the next day. When I tell her that her records are no longer being²⁶ kept in a script equal to the standards of my office, they are not always corrected. Concerning the²⁷ overstaying of her lunch periods, I am completely powerless. She takes her rice with the Lieutenant now."

"And²⁸ the Lieutenant, most assuredly, demands of you that the work be done properly, and on time. Is that not the way²⁹ it is, my friend?"

"You have spoken truly. I inform the Lieutenant that most of our back work is due to the laxness³⁰ that has set in with the small one. He tells me that the girl works too hard as it is,

* Saku-san † Oue-yoo-shoo.

• Ty-ay-hoh.

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that blame should not be carelessly⁵¹ flung at her when she is clearly not at fault."

Sato finished his tale of woe by shifting his eyes from mine to⁵² the ceiling. "What can I do?" he implored of the gleaming bamboo.

I offered my sympathy, but I'm afraid I⁵³ was of no greater help to Sato than the bamboo ceiling. I didn't know the Lieutenant, but I knew the girl.⁵⁴ Taeko was one of the prettiest girls I had ever seen. She had even won second prize in a beauty⁵⁵ contest sponsored by the Special Services Department. She was attractive, all right—moreover, she knew it. But⁵⁶ she had been a good clerk.

To keep his office running smoothly, Sato had to get rid of Taeko or her⁵⁷ admirer, the Lieutenant. It wasn't likely that the Lieutenant would leave, and Sato would certainly never fire⁵⁸ Taeko. The girl's family were close friends of his, and he knew Taeko's job kept their rice bowls filled. He could, of⁵⁹ course, report the affair to someone higher up, possibly the Air Inspector. But I knew he would never do⁶⁰ that. Like all proud Japanese, he would feel that he would lose face if he had to ask for help with a problem in his⁶¹ own office. And I was sure he would rather lose his job than lose face.

But I had very little time to worry⁶² about Sato's problem for the next few weeks. I had problems of my own. And the next time we met, the old, wide Sato⁶³ smile was back in place, abetted by a knowing twinkle.

I rushed through the formalities of greeting him as⁶⁴ swiftly as I could politely. Finally, it was over, and I could probe behind the smile. "I see you've disposed⁶⁵ of the dragon of trouble," I said.

"Sato pretended surprised nonchalance. "If you are referring to the⁶⁶ incident concerning the girl Taeko and the Lieutenant, yes, I have."

This would be interesting. I sat down.⁶⁷ "How?"

"You may recall that a beauty contest was held here on the base last summer," he began.

"I remember.⁶⁸ Taeko was in the contest, but a girl from the Installations Office won it."

"Your memory is sharp, my friend,"⁶⁹ he complimented.

"But I don't see what a beauty contest has to do with—"

"You will, my friend, you will." Sato was⁷⁰ prizing now. "I gave much thought to my problem after your last visit, and I decided that I had been all wrong⁷¹—Taeko was not at fault. I had really been working the girl too hard. It was obvious to all but me.⁷² For not only did she fail

to get all her typing done, she said she was too busy to deliver correspondence⁷³ to various offices around the base—Wing Headquarters, the mail room, the Installations Office. But I⁷⁴ felt it would be wrong to scold her. Instead, I began delivering the mail myself. Occasionally I would even explain Taeko's overworked condition to the Lieutenant, and he would help deliver correspondence.⁷⁵

"The Lieutenant, too?"

"Ah, yes. When we had mail for the Installations Office, it seemed that both Taeko and⁷⁶ I were busy, and I must beg the Lieutenant for his aid—sometimes twice in one day!"

"But look here," I said, "you don't⁷⁷ ordinarily have reason to correspond with the Installations Office more than, say, once a month."

Sato's⁷⁸ smile widened. "I had reason to correspond with the Installations Office with great frequency at that time."

"And⁷⁹ did it work?" I asked, skipping the preliminaries.

"Of course. If you will admit that the small one is beautiful,⁸⁰ you can imagine the beauty of the girl in the Installations Office, who surpassed her to win the beauty⁸¹ contest!"

"So the Lieutenant switched his affections to a prettier face, and Taeko quit in disgrace?" It was⁸² more statement than question, and I wondered how Taeko's family was eating.

"Not quite, my friend," said Sato. "The⁸³ Lieutenant acted according to plan, so the girl Taeko is still here."

By then I was hopelessly confused.⁸⁴ "But how do they get along together? I should think that now there would be enough friction between Taeko and⁸⁵ the Lieutenant to make your first problem seem like nothing."

"The Lieutenant left."

"The Lieutenant?"

"He's our new Base⁸⁶ Installations Officer. He requested the post and was transferred last week."

"But what of Taeko?" I asked. "She must⁸⁷ feel she has lost face."

"At first she felt that she had lost face," Sato admitted. "Now, she feels differently. She works⁸⁸ very hard, and no task is too lowly for her."

"How did you manage it?" I asked.

"I felt it my duty to explain⁷⁰ to the unworthy Taeko that, even if one has beauty, only work will fill the rice bowl. And Taeko⁷¹ is not without intelligence. She feels there is honor and wisdom in obeying the wishes of one she⁷² is to marry."

Seto signaled for tea. And, for a brief moment, I had the idea that his smile was wider⁷³—wider than it had ever been before. (1467)

(See Flash Reading on page 55)



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PROFESSIONAL REPORT

PEOPLE

• C. L. Pierson of the Sawyer School of Business, Pasadena, California, will complete 50 years of teaching at the end of the current term. He was formerly associated with Thompson College of York, Pennsylvania.

• J. Curtis Hall, formerly on the faculty at Virginia Polytechnic Institute, has been appointed an instructor in business education at Montclair (New Jersey) State Teachers College. He is a graduate of Duke University and received his M.S. in business education at V. P. I. Currently he is working for his Ed.D. degree at Teachers College, Columbia University. He has contributed to several publications, including *American Business Education Yearbook*.

• Harold O. Palmer has been granted a Doctor of Education degree by Oregon State College. His thesis, "Tachistoscopic Training for Beginning Typing Students in a Secondary School," was written under the direction of C. T. Yerian. Dr. Palmer is head



HAROLD O. PALMER

... how to use a tachistoscope

of the business education department at Eugene (Oregon) High School and is an instructor in education at the University of Oregon. He was president of the Oregon BEA 1949-51.

• Henry A. McCracken, principal of East Side Commercial and Technical High School, Newark, New Jersey, has received an honorary Doctor of



THE EXECUTIVE BOARD of the convention-bound Eastern Business Teachers is shown above. Seated (left to right) are: Earl F. Rock, treasurer, Estelle S. Phillips, vice-president, Sanford L. Fisher, president, Evelyn R. Kulp, secretary, and Bernard A. Shilt, former president; standing: Theodore N. LaMonte, Donald J. Post, Helen J. Keily, E. Duncan Hyde, and Thomas M. Dodds.

Education degree from Bloomfield (N. J.) State Teachers College. Mr. McCracken was honored because of his efforts in the field of practical secondary school administration. He has been principal since 1948 of East Side High School, where over half the students are studying commercial subjects. He is a member of the Eastern Business Teachers Association, the National Education Association, and the National Association of Secondary School Principals, in addition to numerous state and local educational organizations.

• Dr. Helen Reynolds, professor of education at New York University, has been elected chairman of the John Robert Gregg Award Committee for 1955. She will be assisted on the committee by: Bernard Shilt, Buffalo; L. H. Diekroeger, St. Louis; Theodore Woodward, George Peabody College, Nashville; Albert C. Fries, University of Southern California; and Jay Miller, Goldey Beaumont School, Wilmington.

• The City of Brotherly Love will host the forthcoming convention of the Eastern Business Teachers Association from April 6 to April 9. The scene of both the general and sectional meetings will be Philadelphia's Bellevue-Stratford Hotel. This year's theme will be "Today's Business and the 3 R's."

The main business of the convention is scheduled for Thursday and Friday, April 7-8. Twelve section meetings will hear talks by specialists on various phases of business education; these talks will be followed by question periods and general discussion. On Good Friday, April 8, convention activities will be suspended between eleven-thirty and three o'clock for those who may wish to attend church services.

Featured speakers include Raymond Kistler, president of Beaver College, Jenkintown, Pennsylvania; Bryan Blalock, The Borden Company, Marshall, Texas; and Dexter M. Keezer, vice-president and director, Department of Economics, McGraw-Hill Publishing Company, New York. Mrs. Madeline

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Strony, of the Gregg Publishing Division, McGraw-Hill Book Company, will serve as a shorthand consultant.

Director of the convention program is Marion G. Coleman of Teachers College, Temple University, Philadelphia, assisted by Emma M. Audesirk, of North Arlington (New Jersey) High School.

The convention schedule follows:

WEDNESDAY, APRIL 6

2:00 p.m. Executive Board meeting.
4:00 p.m. Joint meeting, chairmen of Local Committees and Executive Board.
8:00 p.m. Executive Board meeting.

THURSDAY, APRIL 7

9:00 a.m.-5:30 p.m. Registration.
9:45-11:30 a.m. Administration and Supervision in Business Education (section meeting)—directed by Bernard A. Shilt, Buffalo, New York public schools, with Joseph Gruber, New York City, and Rufus Stickney, Boston, Massachusetts.

Private School Administrators (section meeting)—directed by Thomas M. Dodds, Bryant & Stratton Business Institute, Buffalo, New York, with Elgie G. Purvis, Washington, D. C., and C. Fred Burdett, Boston.

Student Teaching (section meeting)—directed by Helen J. Keily, State Teachers College, Salem, Massachusetts, with Dorothy E. Homs, Philadelphia, and Ruth B. Woolschlager, Albany, New York.

12:00 noon. Fellowship Luncheon—directed by Donald J. Post, Post Junior College of Commerce, Waterbury, Connecticut, with H. D. Hopkins, Washington, D. C. Dexter M. Keezer will speak on "Looking Ahead in the American Economy."

2:30 p.m. General meeting—Sanford L. Fisher, EBTA president, presiding; greetings from Wesley E. Scott, Philadelphia; response by Estelle S. Phillips, Washington, D. C. Raymond Kistler will give the keynote address, "Teaching the Business of Living."

4:00-5:15 p.m. Effective Techniques in the Use of Audio-Visual Aids (section meeting)—directed by Theodore N. LaMonte, Board of Education, New York City, with Harry Q. Packer, Wilmington, Delaware, and Mrs. Bernadette V. Metzler, New York City. Film: "It's Everybody's Business."

6:45 p.m. Convention Banquet—Sanford L. Fisher, presiding. Bryan Blalock will speak on "The 5 in '55." Dancing will follow, 10:00 p.m. to 1:00 a.m.

FRIDAY, APRIL 8

9:45-11:30 a.m. Bookkeeping (section meeting)—directed by Theodore N. LaMonte, New York City Board of Education, with Mrs. Bernadette F.



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Distributive Education (section meeting)—directed by Estelle S. Phillips, with Forest L. Lawton, Baltimore, Maryland, and Aaron I. Hoffman, Philadelphia.

Private School Teachers (section meeting)—directed by Thomas M. Dodds, with William C. Gordon, Buffalo, New York, and David N. Levitan, Philadelphia.

Shorthand (section meeting)—directed by E. Duncan Hyde, Department of Education, Baltimore, with Leonore M. Coard, Baltimore. Gene White, of Sir Isaac Pitman and Sons, Ltd., and Mrs. Madeline Strony will act as consultants during the discussion period.

3:00 p.m. Posting of report of nominating committee.

3:15-5:00 p.m. **Office Practice** (section meeting)—directed by E. Duncan Hyde, with Arthur S. Patrick, University of Maryland.

Private Schools (section meeting)—directed by Donald J. Post, with Richard D. Pickett, Northampton, Massachusetts, and Littell R. Stone, New Haven, Connecticut.

Social Business Subjects (section meeting)—directed by Bernard A. Shilt, with Paul M. Boynton, Hartford, Connecticut, and William F. Sassaman, Philadelphia.

Typewriting (section meeting)—directed by Estelle S. Phillips, with Elizabeth T. VanDerveer, Montclair, New Jersey, and Edward S. Kornblatt, Philadelphia.

8:00 p.m. **A Magical Evening of Friendship and Light**—directed by Helen J. Keily.

SATURDAY, APRIL 9

9:30 a.m. **General Meeting**—directed by Sanford L. Fisher. Herbert A. Tonne will act as moderator in the discussion of "The 3 R's."

The election and installation of officers will follow.

1:00 p.m. **President's Luncheon**.

2:30 p.m. Meeting of new officers and Executive Board.

EBTA Directory

Albanese, Sam., sec. vis. aids, Thurs., 4:00 p.m.
Benzall, Ray W., pri. sch., Fri., 3:15 p.m.
Bingeman, J. W., sec. vis. aids, Thurs., 4:00 p.m.
Bollinger, Gladys, D.E., Fri., 9:45 a.m.
Buteo, Mary, pri. sch. teacher, Fri., 9:45 a.m.
Carlson, Helen B., pri. sch. teacher, Fri., 9:45 a.m.
Carroll, E. Bradley, pri. sch., Fri., 3:15 p.m.
Clark, Nathan A., type., Fri., 3:15 p.m.
Colvin, Julie, type., Fri., 3:15 p.m.
Conston, Selma, sec. bus., Fri., 3:15 p.m.
Ettinger, Clifford, book., Fri., 9:45 a.m.
Fisher, Myron G., pri. sch., Fri., 3:15 p.m.
Foster, Dorothy, D.E., Fri., 9:45 a.m.
Freeman, M. Herbert, book., Fri., 9:45 a.m.
Frish, Vern A., off. pres., Fri., 3:15 p.m.
Gallant, Marie, stud. teach., Thurs., 9:45 a.m.
Hamilton, Win., pri. sch. adm., Thurs., 9:45 a.m.
Hoffman, Harry, off. pres., Fri., 3:15 p.m.
Humphrey, Rita, stud. teach., Thurs., 9:45 a.m.

Jackson, A. Raymond, pri. sch. adm., Thurs., 9:45 a.m.

James, Lawrence C., D.E., Fri., 9:45 a.m.

Kirkpatrick, Miles O., pri. sch. adm., Thurs., 9:45 a.m.

Lenz, Connie, short., Fri., 9:45 a.m.

McDonnell, Bernard J., short., Fri., 9:45 a.m.

Marcussen, Norman L., sec. bus., Fri., 3:15 p.m.

Morse, Wesley, pri. sch. adm., Thurs., 9:45 a.m.

Murphy, Minnie, short., Fri., 9:45 a.m.

Murray, Joseph, type., Fri., 3:15 p.m.

Nigro, John, stud. teach., Thurs., 9:45 a.m.

Pallas, Mildred, stud. teach., Thurs., 9:45 a.m.

Ridington, Thomas T., sec. bus., Fri., 3:15 p.m.

Scott, Wesley E., adm., Thurs., 9:45 a.m.

Selden, William, adm., Thurs., 9:45 a.m.

Sleider, Lester L., adm., Thurs., 9:45 a.m.

Toll, Willis Lee, stud. teach., Thurs., 9:45 a.m.

Trumper, Elizabeth, pri. sch. teah., Fri., 9:45 a.m.

Walker, Arthur L., off. pres., Fri., 3:15 p.m.

Wall, Margaret, D.E., Fri., 9:45 a.m.

Wilson, W. Harmon, sec. bus., Fri., 3:15 p.m.

Worth, Thelma A., pri. sch. teah., Fri., 9:45 a.m.

Younger, Kathleen, stud. teach., Thurs., 9:45 a.m.

• The California Business Education will host the 1955 Western Business Education Association at the Hotel del Coronado, April 3 to 5. Theme of the convention will be "Better Teaching for Better Business Behavior."

The opening-day session will be keynote by D. D. Lessenberry of the University of Pittsburgh. Kenneth McFarland, educational director of the American Trucking Association, Inc., will address the main banquet on "Equation for Progress." Henry L. Nunn, president of the Nunn-Bush Shoe Company, will give the final talk at the convention.

The main business will be section meetings held April 4 and 5. The program schedule follows.

MONDAY, APRIL 4

9:00 a.m. **Typewriting**—chairman, Leland Baldwin, California State Department of Education; Mary Bell, San Francisco State College; and Lawrence W. Erickson, University of California at Los Angeles.

Office Machines—chairman, Jessie C. Gustafson, Los Angeles State College; and George Madison, San Francisco State College.

Shorthand and Transcription—chairman, Leroy Pemberton, San Diego; Dick Mount, Arizona State College; and Madeline S. Strony, Gregg Division, McGraw-Hill Book Company.

Practical Business Writing—chairman, Arthur Krause, Glendale College; and Mary Louise Lynott, Long Beach City College.

Basic Business—chairman, Woodrow W. Baldwin, U.C.L.A.; Evan M. Croft, Brigham Young University; and Vernon Muselman, University of Kentucky.

California Association of Distributive Education section meeting—chairman, Richard O. Tigner, Bakersfield College.

10:45 a.m. **Typewriting**—chairman, Mildred Lee, Alhambra, California;

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NOTE: The Eastern Business Teachers Association has members from Ohio, Virginia, West Virginia, Canada, Cuba, Puerto Rico, and Hawaii, in addition to those from eastern states.

Ted Yerian, Oregon State College; and Lawrence W. Erickson.

Office Machines—chairman, McKee Fisk, Fresno State College; and Jease B. Allen, Long Beach State College.

Shorthand and Transcription—chairman, Louis Yaeger, Visalia, California; Eugene J. Kosy, University of Wisconsin; and Madeline S. Strony.

Bookkeeping and Accounting—chairman, George B. Toll, Palomar College; and Robert J. Thompson, College of San Mateo.

Basic Business—chairman, Homer Livermore, Glendale, California; S. Joseph De Brum, San Francisco State College; and Vernon Musselman.

CADE—chairman, Richard Tigner.

12:00 noon. *Luncheon meetings*.

American Business Writing Association—chairman, Maurice L. Crawford, San Diego State College.

Southern Section of CBEA—chairman, Arthur Krause.

CADE—chairman, Richard Tigner.

2:15-4:30 p.m. *Special demonstrations*.

Electric Typewriting (production), Louise Green, Remington Rand Inc.

Duplicating Machines, Florence Raye, A. B. Dick Company.

Electric Typewriters, L. M. Collins, International Business Machines.

2:30 p.m. *Teacher Training*—chairman, Albert C. Fries, University of Southern California.

6:30 p.m. *Banquet*—chairman, Edwin A. Swanson, president, WBEA; master of ceremonies, D. D. Lessenberry; speaker, Kenneth McFarland, Milburn Wright will present the CCVA award.

TUESDAY, APRIL 5

9:30 a.m. *Typewriting*—chairman, Helen Bogatin, San Bernardino, California; Esta Ross Stuart, (retired) University of California; and Lawrence Erickson.

Shorthand and Transcription—chairman, Eleanor B. Brown, Sacramento, California; Ann Brewington, Nevada Southern University; and Madeline S. Strony.

Practical Business Writing—chairman, Jane Raymond, Chaffey College, and Edwin Keithley, U.C.L.A.

Bookkeeping and Accounting—chairman, Herbert B. Bonnett, Sacramento Junior College; and Robert Thompson, College of San Mateo.

10:45 a.m. *CADE*—chairman, Richard O. Tigner.

11:00 a.m. *Convention Appraisal Symposium*—chairman, Edwin A. Swanson.

12:45 p.m. *Final luncheon*—presiding, E. Dana Gibson, president, CBEA speaker, Henry L. Nunn, "The Whole Man Goes to Work."

- Over five hundred business educators from high schools and colleges in eleven states attended the tenth anniversary program of the Catholic Business Education Association midwest regional convention at the Palmer House, Chicago, February 28. Paul Sanford Lomax, distinguished business author, educator, and editor, keynoted a program featuring two dozen prominent national leaders in business education.

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Bookkeeping—Sister Helen Marie, P.B.V.M., Waukon, Iowa, chairman; Harry Huffman, Virginia Polytechnic Institute, and L. M. Becker, Loras College. Typewriting—John L. Rowe, Northern Illinois State Teachers College, chairman; L. M. Collins; and Brother John Michael, F.S.C., Chicago.

Other participants were Loretto R. Hart, De Paul University; Elvin S. Eyster, Indiana University; and Russell N. Cansler, Northwestern University.

The seventh International Business Education Conference will be held at the University of North Dakota, June 6 and 7. The confer-

ence will be attended by business and distributive education teachers from North Dakota, Minnesota, South Dakota, and Canada.

Business education specialists to be present include John L. Rowe, Northern Illinois State Teachers College, Earl C. Nicks, University of Denver, and Warren G. Meyer, University of Minnesota. The arrangements committee includes Thomas J. Clifford, Martelle L. Cushman, Oswald M. Hager, M. Adeline Olson, and Dorothy L. Travis, general chairman.

The spring meeting of the Virginia Business Education Association will be held at the Hotel Roanoke, in Roanoke, on April 2. The principal speaker will be Lindley Stiles, of the University of Virginia. His talk will be followed by a panel discussion on democratic teaching procedures.

The panel will be composed of Earl Bracey, Miss Virginia Harris, Miss Betty Garber, Mrs. Mona Coffman, Miss Janie Reynolds, Dave Willis, Mrs. Watkins C. Smith, and Miss Alberta Frerichs.

Mrs. Madeline Strongy, educational director of the Gregg Publishing Division of McGraw-Hill Book Company, will be the keynote speaker for the two-day convention of the Idaho Business Education Association at the Hotel Boise, in Boise, April 22-23. Her topic will be "Developing an Employable Personality."

Workshop sessions comprise most of the second-day activities. Scheduled

The French Touch



SEVEN FRENCH PROFESSORS HAVE CONCLUDED a six-week study of retailing education in the United States. The group collected information upon which the French Ministry of National Education will base marketing and distributive education courses in business schools. Above, six of the visiting professors examine cloth in the textile-testing laboratory at the New York University School of Retailing. Left to right, Ralph Burkholder, instructor of retailing, Dean Charles M. Edwards, Jr., Professor Andre Nique (team leader, Ministry of Education), Solange Fournier (French Embassy interpreter), and Professors Roger Lory (Pas de Calais), Fernand Borne (Technical College of Nantes), Jean Coiffier (College Technique de Macon), Jean Labenne (College Technique de Bordeaux), and Marcel Bialec (College Technique de Besancon). Paul Pace (Ministry of Education) was not present when the picture was taken.

chairmen are Mrs. Billie Caine, Bill Henrie, Mrs. Marion Rycraft, and Dr. Clisby Edlefson. Miss Pat Hayes, Idaho's only Certified Professional Secretary, will be the Saturday luncheon speaker.

- Ruth Anderson, of North Texas State College, has been elected dean of the Institute for Certifying Secretaries. Frances Merrill, of Drake University, has been elected associate dean. The Institute is a department of The National Secretaries Association.

- The American Collegiate Retailing Association re-elected the following officers at its sixth annual meeting: president, John W. Wingate, City College of New York; vice-president, Behrens Ulrich, Drexel Institute of Technology; secretary, Albert B. Smith, University of Pittsburgh; and treasurer, Donald K. Beckley, Simmons College.

ACRA has published a directory of college and university teachers of retailing. Copies may be obtained by writing to Kenneth L. Richards at Bradley University, Peoria, Illinois. Richards directed the project.

SCHOOLS

- More than 180 students and advisors from 55 colleges and universities in the East attended the seventh annual conference on Careers in Retailing at New York University's School of Retailing in February. The one-day program included lectures by prominent retailing executives, a tour of the NYU School, a luncheon with executives of metropolitan stores, visits to fashion showrooms, and a behind-the-scenes tour of a large department store. J. Gordon Dakins, executive vice-president of the National Retailing Dry Goods Association was featured speaker.

- A breakdown of the 1955 enrollment at Bloomsburg (Pennsylvania) State Teachers College indicates that the Department of Business Education has become the largest division of the college, with an enrollment of 289. This is compared with 284 in the Secondary curriculum and 244 in the Elementary curriculum. The college has the largest second semester enrollment in its history. To prevent a further increase the incoming freshman class may be limited.

- E. T. Halans and Allen P. Mitchem headlined the first annual conference of the Denver University

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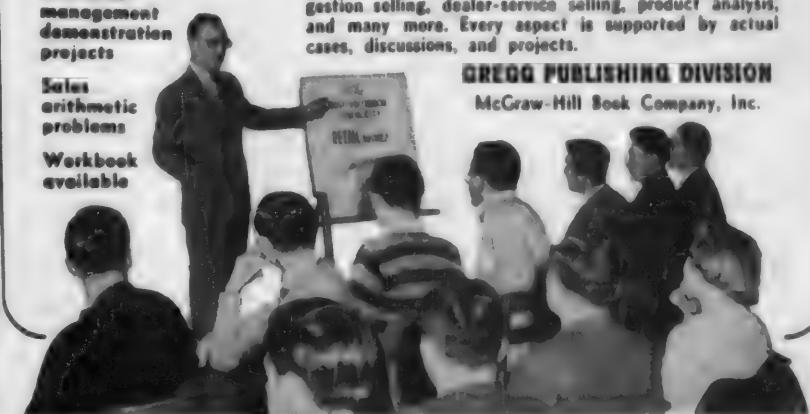
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business administration school. Special sessions which followed discussed problems of accounting, finance, economics and management, marketing, sales, advertising, and secretarial procedures, among other topics.

GENERAL

• The National Office Management Association, in collaboration with the United Business Education Association, continue to co-sponsor a test program designed specifically to assist employers of office personnel to determine the performance qualifications of job beginners in five different areas of office employment. These National Business Entrance Tests are endorsed and operated by these two national associations as an entirely non-profit service to business and industry.

The skill tests are designed to determine the ability or inability on the part of beginner job applicants to perform sustained work of the type actually required on the job. Tests are available to measure skill in stenography, typewriting, bookkeeping, calculating machine operation, and general office and clerical work. Write for a descriptive booklet to the Joint Committee on Tests, 132 West Chelten Avenue, Philadelphia 44, Pennsylvania.

• The United States Chamber of Commerce animated cartoon film, "It's Everybody's Business," has won the Freedom Foundation's top motion-picture award. Produced for the Chamber in co-operation with E. I. duPont de Nemours and Company, of Wilmington, Delaware, the film has had more than 9,000 showings by local chambers of commerce, trade associations, and business firms, in addition to telecasts by 268 stations.

The film has been of special value to business teachers of junior and senior high school classes. It is available in 16 mm. or 35 mm. from state and local chambers of commerce, or from the Education Department, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington 6, D.C. It runs 22 minutes.

• Appointments of Lois Corbeil as special promotions manager and Rita Amstein as sales promotion representative have been announced by A. B. Dick Company, Chicago. Miss Corbeil will direct the company's expanded educational program, working with educators in organizing classroom instruction on duplicating techniques,

supervising information services to schools, and directing the preparation of company school workbooks and other teacher aids. She will be assisted in this work by Miss Amstein.

• Swingline, Speed Products Company, is awarding a four-year \$3,000 scholarship to the high school student who can best explain in 500 words or less, "Why I Want to Go to College." Competition closes May 30. Students who wish an entry blank should send a stamped, self-addressed envelope to Swingline College Contest Board, 32-01 Queens Boulevard, Long Island City, New York.

• The eighth annual Southern California Business Show will be held at the Biltmore Hotel, Los Angeles, April 12-15. The show is being sponsored by the National Association of Cost Accountants. Officials in charge include Robert G. Chapman, general

chairman, and Roy E. McRann, Walter Colley, Edward J. Beaumont, Jack D. Gardiner, and John B. Farrell.

• More than seventy million dollars were lost by American businesses last year because of illegible handwriting. Albert G. Frost, president of the Handwriting Foundation, has estimated. "Plain, legible handwriting seems to be a disappearing art in this country," Frost said.

He cited the Illinois Bell Telephone Company, which, he said, had been losing \$50,000 annually "because girls couldn't write call tickets plainly." The company, in conjunction with the Chicago Board of Education, initiated a training program to teach employees to write more legibly. Losses due to poor handwriting amounted to less than one per cent of annual gross sales of five companies, Frost said, but "in dollars and cents the amount is staggering."

TODAY'S SECRETARY
DICTATION TRANSCRIPT

FLASH READING*

Trouble's Wild Ride

ELSIE LEFFINGWELL

TROUBLE—my big tomcat—and I had many good times together. He followed me wherever I went; and, as we¹ both had adventurous spirits, we often were in difficulties of one kind or another.

I especially² remember one winter afternoon when there had been a freezing rain on top of our usual snowfall. Long³ icicles hung from the ice-coated tree branches. I was happy, for a while, looking out at the icy world, but⁴ soon I decided to get outdoors and go sledding. Mother protested. "There's an icy crust on top of the snow.⁵ It's no weather for little girls to be sledding," she said firmly.

Well, I didn't take "No" for an answer. When Mother⁶ went upstairs, I grabbed my coat and stocking cap and hurried out onto the back porch. There I got the big dishpan⁷ that we often used to collect apples and other fruit, and started out for the orchard. I was going sledding⁸, even if I had to ride in a dishpan!

I decided to slide down the orchard hill. Trouble, as usual,⁹ was right behind me as I started out. The grass was stiff, and that helped us get a

foothold as we climbed to the top¹⁰ of the hill. Once there, I seated myself in the dishpan, put Trouble in front of me, and we started off.

The next¹¹ few seconds were a nightmare. I could neither steer nor stop. We crashed down the hill, bumping into stones and shrubs; but nothing¹² checked our flight. Each obstacle we hit made the dishpan spin, and off we would whirl on another course. Finally¹³ I gave up and rolled out, clutching Trouble. We continued sliding, without benefit of the dishpan, and landed¹⁴ with a crash at the bottom of a big pile of wood—a clawing, spitting cat and a battered, but wiser, little¹⁵ girl.

When we got back home, Mother took one look at me and got out the iodine. It took a lot of iodine¹⁶ to fix up my scratches and bruises. As for Trouble, he hid under the back porch and wouldn't come out all that day.¹⁷

Mother didn't scold me. But, after that, she would remind me once in a while to be careful and not get Trouble¹⁸ into any more mischief, since he was now a cat with only eight lives. (373)

* Vocabulary limited to Chapters One through Six of *Gregg Shorthand Simplified*.

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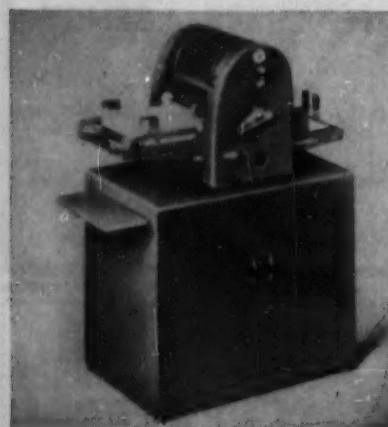
For a long while, researchers have sought a portable photocopying machine that would allow them to duplicate source material at the site of their investigations. At last the problem is solved. A low-cost, two-part photo copier, which reproduces "flat" material as well as hard-to-reach matter, has been introduced by F. G. Ludwig, Inc., of Old Saybrook, Connecticut.

The Contura-Constat owes its extreme versatility to an exclusive in-

flatable plastic cushion in its copying device. By inflating the cushion, the Contura can compensate for the curvature of any material to be copied. After an exposure of about ten seconds, the negative is run through the dry-process developing unit, the Constat. Copies are produced in about 40 seconds, with no special dark-room facilities required. The Contura-Constat is available in two sizes, 8½ by 14 and 8 by 10 inches. It plugs into any socket.

Simplified Color Duplicating

Color duplicating and the use of new contract-drying inks are simplified on the new hand-operated Model 432 mimeograph introduced by A. B. Dick Company, 5700 West Touhy Avenue,



Chicago. The system is simplified by two ink pads, which can be used at one time. The black inked pad is covered with a sheet of plofilm, and a clean second pad can then be added for color inks. Other features are an automatic-inking enclosed cylinder, hairline registration, and automatic dual roll feed. The machine will feed a full ream of paper, a major time-saving feature. Operating controls are clearly iden-

tified, with complete operating instructions printed on permanently attached metal decals.

Portable plus Tabulation

Underwood Corporation, One Park Avenue, New York City, is offering a medium-priced portable typewriter with a tabulation feature usually available only on higher-priced models. Color-styled in nonglare Brewster green, this new Universal portable can tabulate to any position where the tabulator-stop key has been set. It also offers a balanced segment shift, carriage-centralizing lock, exclusive See-Set margins, automatic ribbon reverse, and a margin release key that controls both right and left margins.

New Products in Brief

- A Blackboard Spinner, which can be attached to any classroom blackboard to make a game out of any subject, is available for only \$2 from Spin-a-test Company, Department 170, Post Office Box 241, Hermosa Beach, California.

- A low-cost professional paper cutter has been produced by Michael Lith, Inc., 145 West 145th Street, New York 36. The 14-inch heavy-steel manual cutter is automatically locked with a safety latch after each cut.

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JUNIOR OGA TEST

The Traveler and Dame Fortune

A weary traveler who had had many misfortunes came upon a deep well and, after refreshing himself with a cool drink, lay down at the very brink of the well to sleep.

Dame Fortune soon appeared and awakened him, saying,² "If you fall into the well, I shall receive the blame and shall get an ill name among men, who are too apt to³ blame me for their troubles, although their own folly usually brings their troubles upon them."

(Every man is,⁴ to a degree, master of his own fate.) (87)—Adapted from *Aesop's Fables*

OGA MEMBERSHIP TEST

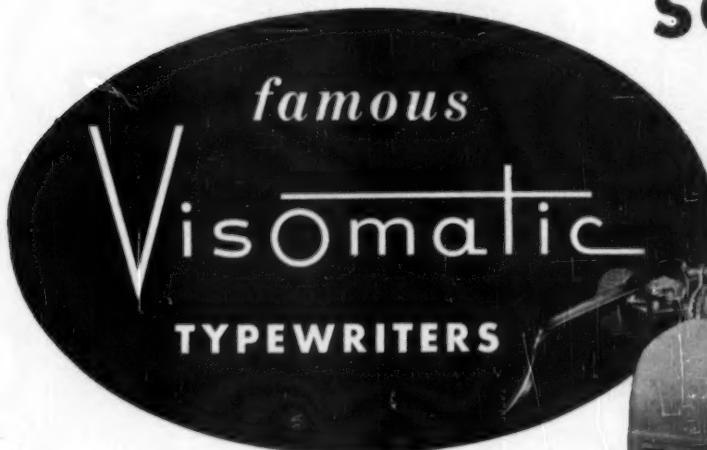
These Things I Know

I have planted a garden, so I know what faith is. I have seen poplar trees swaying in the breeze, so I know what grace is. I have listened to birds caroling, so I know what music is.

I have seen a morning without clouds after² showers, so I know what beauty is. I have read a book beside a wood fire, so I know what contentment is.³ I have seen the miracle of the sunset, so I know what grandeur is.

And, because I have perceived all these things,⁴ I know what wealth is. (84) —Capper's Weekly

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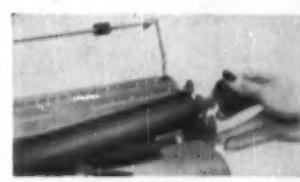
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